



CODE OF BEHAVIOUR

Coláiste Éamonn Rís

Behaviour management in Coláiste Éamonn Rís is seen as an essentially positive concept. It is not achieved by constraint, fear or a reliance on punishment. Rather it flows from attitudes of respect, trust and responsible action on the part of all members of the school community. Our Code of Behaviour seeks to create a structured environment in which the young person learns self-regulation, personal responsibility and an awareness of the rights of others.

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Mission Statement

to develop responsible individuals who will participate fully in a changing society and to carry out this task in a Christian environment

Introduction

This policy was developed by the Board of Management, staff, parents/guardians and students of Coláiste Éamonn Rís.

Our school Code of Behaviour is based on respect for oneself, for others and for our environment so that a positive and co-operative atmosphere prevails.

The Code of Behaviour applies to all school activities whether on or off campus and on any occasion that the school is being represented.

The school reserves the right to apply the Code of Behaviour where a student is alleged to have engaged in serious misbehaviour outside of school when not under the care or responsibility of the school, where there is a clear connection with the school and a demonstrable impact on its work.

There is a duty and responsibility on all stakeholders in Coláiste Éamonn Rís, students, staff, parents and Board of Management to play their part in developing the positive culture described in this document and to recognise the rights of all to proceed in their roles without threat, danger or obstruction and with the support and respect due to each individual.

As a first step, all new members of the school community should familiarise themselves with the code of conduct, sign up to the code and make every effort to ensure they perform their role to the very best of their ability.

Mission Statement

This Policy has been developed in line with our Mission Statement “to develop responsible individuals who will participate fully in a changing society and to carry out this task in a Christian environment”. Our school community strives to nurture faith, Christian spirituality and Gospel based values, to promote partnership, to excel in teaching and learning, to create a caring community and to provide inspiring transformational leadership in keeping with the Edmund Rice Schools Trust Charter.

Expectations

Behaviour management in Coláiste Éamonn Rís is seen as an essentially positive concept. It is not achieved by constraint, fear or a reliance on punishment. Rather it flows from attitudes of respect, trust and responsible action on the part of all members of the school community. Our Code of Behaviour seeks to create a structured environment in which the young person learns self-regulation, personal responsibility and an awareness of the rights of others.

The Code of Behaviour as set out in this document aims to ensure that everyone within our school community should expect an environment free from

- harassment, intimidation or bullying of any form (see Anti-bullying Policy);
- foul or abusive language;
- lewd behaviour or sexual harassment;
- smoking, alcohol or illegal substances within the school buildings, grounds or school environs;
- any comments/insults on the basis of race, religion, gender or ethnic background or sexual orientation;
- nuts or chewing gum;
- Stealing, fighting or any potential offensive weapon;
- the use of any recording devices without permission in school or at school activities.

To achieve this everyone within Coláiste Éamonn Rís, Wexford should

- be treated with respect, building good relationships with all members of our school community;
- be shown a high standard of respect, courtesy and general good behaviour in all aspects of school life;
- display a high level of application to their work, punctuality in attending school and participation in school activities;
- Uphold the good name and reputation of the school in all their actions and wear our school uniform with pride at all times in school and at all school functions;
- Treat all visitors to the school with respect, courtesy and good manners.

Restorative Practises in Coláiste Éamonn Rís

Coláiste Éamonn Rís Secondary School embraces restorative practices in a professional learning community where relationships and good communications are valued. This restorative approach manages conflict, harm and tensions by building, repairing and/or restoring relationships.

Restorative Practices (RP) is an approach to managing behaviour that is based around three basic concepts

- That when an incident (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships
- When harm has been done, it creates obligations, liabilities and responsibilities for all parties
- When moving forward wrongdoers, victims and the school community are all part of the effort to heal the harm and put things right so that all involved can move forward in a constructive way

A restorative approach to behaviour management.....

- Demands that we think about what happens in terms of the negative impacts which impact on people and relationships. i.e. who is affected by the incident/behaviour and how their needs might be met in the aftermath of the incident;
- Provides an opportunity for open dialogue where the offender gains a real insight into the impact of his behaviour on others and gives an opportunity for the offending student to repair the resulting harm;
- Allows those affected to confront the offending student, to voice their feelings safely and be part of the decision-making process to restoring a comfortable and safe learning environment thus minimising the potential for further inappropriate behaviour;
- Involves family and significant others to increase their accountability;

Provides the school community with an appropriate response following disruptive and serious incidents.

Traditional Discipline	Restorative Approach
Viewed in terms of rule-breaking	Viewed in terms of harm done to individuals
Focus on establishing blame or guilt	Focus on establishing responsibility and way forward
Authority figure with power to decide on penalty	Dialogue involving all parties in the incident
Accountability=getting punished	Accountability = working to put things right
Punishment to deter	Repair, apology and reparation
The needs of those affected are often ignored	The unmet needs behind the behaviour are addressed
Wrong doer feels hard done by and bitter	Wrongdoer has opportunity to face up to poor decisions
Victim has no involvement and feels powerless	Victim has involvement in process and contribution to outcome
Resentment, denial, anger, fear, revenge are common during and after process	Empowerment, honesty, openness, opportunity to move on, peace of mind after process

Target outcomes of Restorative Practices

The victim is able to feel safe again.

- The focus is on harm to people and acceptable behaviours. This reduces the likelihood of blame or denial.
- The wrongdoer and his family are more likely to accept responsibility for what has happened.
- The wrongdoer will develop a greater empathy from the experience and is less likely to re-offend as a result.
- The offending student will be reintegrated into the wider school community.
- Relationships are restored to ensure that all those within the school experience a positive and equitable environment.

THE ROLE OF THE BOOKING WITHIN RESTORATIVE PRACTICE:

If a student continues to breach the school's Code of Behaviour despite numerous attempts at open dialogue or restorative interventions, he may be given a 'Probationary Booking' by an individual teacher. This means that his behaviour/performance will be monitored by that teacher for a period of time.

- If no improvement is evident in his work/behaviour he shall be booked.

- A student may be booked without attempts at restorative dialogue warnings for more serious transgressions e.g. using foul or abusive language to a teacher.

1. First Booking

When a student is booked for the first time:

- (a) His parents shall be notified by the Principal;
- (b) The student will be invited to a meeting with the Behaviour Review Committee to have a restorative meeting with that student to review what happened, what he was thinking, what he now thinks, the consequences of his choices and actions on him and on others, how things can be resolved and how everyone can move forward.
- (c) He must report to the Deputy Principal's office each morning to sign in and collect his Report Card and at the end of the school day to sign out and return his Report Card. A daily record of his conduct in each class will be kept on his Report Card. This will continue for at least 10 school days. An unsatisfactory comment or comments on the Report Card will merit detention.

2. Second Booking

When a student is booked for the second time:

- (a) His parents shall be called in to meet the Class Tutor.
- (b) He must report to the Deputy Principal's office each morning to sign in and collect his Report Card and at the end of the school day to sign out and return his Report Card. A daily record of his conduct in each class will be kept on his Report Card. This will continue for at least 2 weeks. An unsatisfactory comment or comments on the Report Card will merit detention.

3. Third or Subsequent Booking

When a student is booked for a third, fourth etc. time:

- (a) He must report to the Deputy Principal's office each morning to sign in and collect his Report Card and each at the end of the school day to sign out and return his Report Card. A daily record of his conduct in each class will be kept on his Report Card. This will continue for at least 2 weeks. An unsatisfactory comment or comments on the Report Card will merit detention.
- (b) He may be invited back to the Behaviour Review Committee for review.

The Behaviour Review Committee liaises with the Principal in overseeing the implementation of the school's Code of Behaviour. The Behaviour Review Committee comprises of three members of staff including the Deputy Principal and two other staff members. It often meets a student after a first booking in an effort to identify and help change behaviours that are

problematic for the student. It also meets students before the third booking when there are serious concerns about his behaviour.

Possible sanctions to be recommended by the Behaviour Review Committee include: punishment homework; clean-up duties; behavioural plan; detentions; withdrawal from class to another environment (usually another class nearby with a view to defusing conflict situations); withdrawal of school privileges; recommendation of a suspension to the Principal and other such measures as deemed appropriate up to and including referral to the Board of Management.

Expulsion is the ultimate sanction which the school's Board of Management may impose.

In the case of pupils guilty of serious misconduct, the Principal or the Deputy Principal shall take immediate appropriate action.

Some sample behaviours that may require interventions in schools (this list is not exhaustive)

- Coming late to school •Homework not done or completed
- Failure to bring appropriate books/materials
- Substance or alcohol use •Smoking
- Leaving school grounds without permission
- Disrupting class by talking/fooling around/speaking out of turn/throwing things
- Inappropriate language •Abusing/fighting with another pupil
- Making a mess, not cleaning up •Theft and property damage
- Bullying and harassment of others •Rudeness, insolence and contempt •Bringing the school into disrepute

Roles and Responsibilities

As a learning community, it is everyone's responsibility to model and promote good behaviour, to lessen occurrences of poor behaviour and to support the schools' Code of Behaviour.

Parent(s)/Guardian(s)

Parent(s)/Guardian(s) are the primary significant adults in young people's lives and have a huge role to play in their son's education and behaviour.

By signing the schools Code of Behaviour, parents/guardians agree to comply with it.

Parents/Guardians can best assist the school to honour the school's guarantees and ensure their son gets the best possible education by applying the following:

1. Familiarise yourself with the culture, code and procedures of the school
2. Encourage your son to have a positive attitude to his education;
3. Ensure that he attends school regularly and is punctual;
4. Ensure that your son makes good use of his journal;
5. Check and sign his journal on a regular basis;
6. Provide a quiet place for him to study or attend evening study;
7. Ensure that your son comes to school in full uniform and with correct equipment for school;
8. Attend parent teacher meetings;
9. If a parent/guardian has a concern, he/she should contact the school to arrange a meeting with the Principal, Deputy Principal, Year Head, Class Tutor; guidance counsellor or school chaplain.
10. Otherwise you should maintain regular contact with the school

Communications

Clear and constant exchange of information is vital. Parent(s)/Guardian(s) of students of Coláiste Éamonn Rís can receive information about their son and his learning through

1. The school journal;
2. The school website, www.wexfordcbs.ie;
3. A wide range of policies available from the school office;
4. Student files available at the school office;
5. Reports sent to parents;
6. Parents' information evenings;
7. Written communications including text messages;
8. Annual parent/teacher meeting;
9. Annual meeting of the Parents' Council;
10. Meetings with the school staff by appointment.

Students

Students are encouraged to demonstrate positive behaviour at all times by

- Being responsible for their own behaviour
- Showing respect for themselves and others
- Co-operating with and participating in teaching and learning
- Upholding the Code of behaviour and all school rules and policies
- Remember that while wearing the school uniform, that a student is a representative of the school and that their behaviour should reflect this.

Students in Coláiste Éamonn Rís can do this by

- Being on time for class with all necessary books, equipment and homework to class.
- Building good working relationships with all members of the school community.
- Removing all facial jewellery and jackets, turn off mobile phones before the beginning of class and remain in the seat assigned to you by the teacher.
- Showing respect for the classroom, equipment and others property
- Adhering to rules governing the A.S.D. Unit or specialist classrooms (see Appendix 1 Rules).
- Making a genuine effort with work and behaviour at all times and catch up and complete all work missed arising out of absence from class including absences due to involvement in extra-curricular activities;
- Remaining in school all day unless collected by a parent or guardian.
- Participating in the school's Physical Education programme, train and play if selected for a school team.

Students of Coláiste Éamonn Rís will be treated with respect. This will be reflected in the following ways:

1. Matters confidential to the student will be respected;
2. The student will always be treated with the high standard of good manners that the teachers expect of each other;
3. If a teacher feels that the student's behaviour is inappropriate the student will be spoken to in a professional and controlled manner;
4. All students will have the right to apply for access to all areas of the school's curriculum;
5. All students will have access to a wide range of available extra-curricular activities;
6. All students will be treated as individuals with their own unique personality and characteristics;
7. All students with special needs will have access to learning support or resource teaching.
8. Students will have the opportunity to make positive contributions to school decisions via the Student Council, through assuming a leadership role within their class, team or year group and through appropriate consultation in school planning.

Transition Year

Students in Transition Year must comply fully with the school's Code of Behaviour. However, as TY is the only optional year in the school programme, admission to TY is contingent on giving a commitment to adhere to the terms of the TY Code of Behaviour and performance at interview where applicable.

In addition, many of the educational experiences in TY are more experiential based with personal development outcomes at their core. In light of these special circumstances TY students will:

1. Commit to full participation in the programme;
2. Participate in an interview process for admission if required;
3. Are subject to the TY Review process outlined in Appendix 2.

Management, Teachers and other staff members

Board of Management

- The Board of Management is ultimately responsible for the governance and direction of the school.
- The Board must ensure that the Code of Behaviour is developed, after consultation with all the partners and is formally adopted at a Board meeting
- The Code should support the Board in their working to provide a comprehensive and inclusive system of education.
- The Board of Management has a key role in the suspension, expulsion and appeals process. This is dealt with elsewhere in the Code of Behaviour.

Teachers

Teachers play a key role in the development of a positive culture within the classroom that transcends all other aspects of school life.

The approach to classroom management will be firm, fair, inclusive and consistent.

Eliciting cooperation and effort from students, praise and commendation both verbal and written are vital.

Achievement and positive contributions can be recognised in a variety of ways

- Words of praise or encouragement;
- Giving a merit in the student's journal;
- A note to parents in journal;
- By recommending the student to the PAC committee;
- Giving of a cert;
- Nomination for awards (list of awards given elsewhere in the Code of Behaviour);
- Extra responsibility given;
- Inform class tutor/ year head who can reinforce the achievement.

In the event of non-cooperation of a student or negative behaviour, the teachers have a range of interventions available to them.

- Discuss in a restorative manner, the reasons behind their actions, the possible consequences of their decisions, the various people impacted by the incident and how things can be best resolved.

While this is often the best and most productive approach, on occasion other possible actions available to the teacher are;

- Verbal reprimand
- Loss of privileges
- Repositioning a student
- Assigning extra work
- Detaining
- Note in journal
- Call/text/letter home
- Refer the pupil to Class Tutor, Year Head, Deputy Principal or Principal
- Issue either a provisional or full “booking”

This list is not exhaustive.

Class Tutors

Along with their responsibilities as a class teacher, the Class Tutor has an additional role to play

- The Class Tutor will develop supportive relationships with their tutor group.
- Encourage positive behaviour among the group.
- Monitor student journals regularly
- Meet with parents should a student receive a second booking.
- Assist the Year Head with providing encouragement, support and guidance for the year group.

Year Head

The Year Head has a major role to play in the development of their year group.

- Implementing the Code of Behaviour in cooperation with the Principal and Deputy Principal
- Providing support and encouragement to students, both as a group and on a one to one basis, to promote positive behaviour
- Liaising with Class Tutors and teachers and responding appropriately to referrals or information received
- Communicating with parents/guardians in relation to their son’s progress.
- Reviewing regularly the academic progress of the students
- Monitoring adherence to school uniform and attendance
- Holding regular assemblies to discuss relevant issues

- Meet regularly with the Principal/Deputy Principal to discuss any issues that arise
- Investigate incidents that may occur as necessary

Deputy Principal

- Supports the Principal and shares responsibility with him/her in implementing the Code of Behaviour;
- Liaise with the Behaviour Committee in relation to matters of behaviour/discipline and advise the Principal when serious action (e.g. suspension) is recommended;
- Review the progress of students while “on report”;
- Act as a relevant teacher in the investigation and resolution of serious incidents that may occur;
 - Suspend a student when necessary in the event of the absence of the Principal
- Work with students, teachers, parents/guardians to promote positive behaviour.

Principal

- Day to day authority for the implementation of the Code of Behaviour
- Ensure fairness and natural justice apply in the Code’s implementation
- Support those with defined roles in the Code to carry out their duties
- Act as a relevant teacher in the investigation and resolution of serious incidents that may occur
- Ensure comprehensive records are taken
- Suspend a student when necessary
- Establish and maintaining links with external agencies that can support the school in promoting positive behaviour
- Inform the Board of Management of matters relating to behaviour
- Ensure that the Code of Behaviour is regularly reviewed, under the direction of the Board

Behaviour Review Committee

- The Behaviour Review Committee has an active role to play in monitoring the behaviour among students.
- If a student is booked, they will meet with that student to have a restorative meeting with that student to review what happened, what he was thinking, what he now thinks, the consequences of his choices and actions on him and more importantly on others, how things can be resolved and how everyone can move on.
- They will record the student’s commitments in this regard and offer him advice.
- They will monitor the student’s report cards on a weekly basis.

- If these report cards are unsatisfactory or should a student receive more bookings they may meet him again and make suggestions as to what sanctions should follow.
- A Behavioural Programme may be put in place to promote good behaviour for those students identified in need of this form of intervention. This decision will be taken by the principal after consultation with the Year Head of the student in question

The Positive Affirmation Committee

The Positive affirmation committee are responsible for monitoring much of the official weekly positive reinforcement within the school.

The Committee meets on a weekly basis. The rationale for the P.A.C. is to affirm positive behaviour in all aspects of school life.

Students are referred to the P.A.C. by their teachers for affirmation. Possible reasons for referral may include: good manners, random acts of kindness, improvement in application, being helpful, consistent hard work, charity work, extra-curricular achievement (in sports, arts or performing arts), unblemished attendance record etc.

Referrals are reviewed by the Committee. On the first referral, the student's name is placed on the P.A.C. notice board. The second referral is acknowledged by name on the notice board and a letter home. Finally, with the third referral, the student's name is put on the board and the student meets with the Committee to receive certification and commendation.

Promoting good behaviour, progress and effort.

Academic excellence, earnest endeavour, good behaviour and active participation in sports and the arts are encouraged, promoted and rewarded. This is done in an informal way on a regular basis by subject teachers, class persons and year heads by way of verbal praise or written comments in students' journals. Intercom announcements, notices through varied media in the school and the school website are also used to this end. Assemblies are held on a regular basis and are used to acknowledge and affirm achievement within the year group.

Formal Award

Leaving Certificate, awarded by the State Examinations Commission.

Junior Certificate, awarded by the State Examinations Commission.

Gold, silver and bronze medals awarded by Gaisce.

Transition Year Certificates of Participation, issued by the D.E.S.

School Awards

1. Sixth Year Graduation Mass and Awards Ceremony

Academic Excellence Awards- best student in each subject area;
Edmund Rice Award, for sixth year student who best epitomises the school ethos;
Certificates for Edmund Rice Award nominees;
Certificates of Completion, for each sixth year student;
Sixth Year Sports awards; Performance Arts Award.

2. Junior Certificate Awards Night

Tony Boland Memorial Award for best performance in the Junior Certificate; Awards for excellent academic performance in the Junior Certificate.

3. Annual Awards Night

The top three students in each class in first, second and third year in terms of academic performance during the school year get awards as do the two most improved students in terms of academic performance in these class groupings. In fifth year, the top student in each subject area in terms of academic performance during the school year get awards. (Ard and Gnáth Awards are presented for English, Irish and Maths)

4. Transition Year Awards Night

Transition Year students put on a display of their work in the school. T.Y. Participation Certificates are presented. The Spirit of Transition Year Award is presented to the Transition Year Student of the year.

5. Sports Awards

Hurler of the Year; Gaelic Footballer of the Year; Table Tennis Player of the Year; Soccer Player of the Year; Rugby Player of the Year; Basketball Player of the Year; Waddell Shield-1st and 2nd Year Class Rugby; First Year Football; First Year Hurling.

6. Kathleen Fahy Community Service Award

Student of the Year in terms of volunteer and community work (open to all students).

7. Attendance Awards

For excellent attendance record.

8. External Competitions

Young Scientist Exhibition
Team Math
Scifest
Excel Student Enterprise Awards
C.I.M.A. Business Quiz
Debating and Public Speaking Competitions

9. Student of the Year Award

This award is based on best performance in the Leaving Certificate Examination and is sponsored by the Past Pupils' Union.

Punctuality and Attendance

It is of the utmost importance that every student's attendance and punctuality is monitored. As such both attendance and lateness are recorded on a daily basis. A written explanation for absenteeism must be written in to the student's homework journal by the student's parent/guardian and presented to the student's teachers on his return to school. Students may not leave the school grounds during the morning break time or between classes without permission. Junior cycle students are not allowed leave the school grounds at any stage during the school day unless accompanied by a parent/guardian or a member of staff.

Students are expected to be on time for every class during the school day. Official roll calls are taken during the first class in the morning and the afternoon and are recorded on the school's e-portal system. Students who are late three times for the first class in the morning or the first class in the afternoon (without a legitimate excuse) will be required to do a period of "late detention" for 30 minutes at lunchtime on an appointed day. Parents/Guardians will be informed when students are required to do this detention. A late detention will be given on the basis of the school records. A student who misses detention will be required to do the detention at a different time. Those who miss detention without a legitimate excuse may be put on report.

Parents/Guardians will be informed of absences by text message on a daily basis where possible. **It is of the utmost importance that parents and guardians current contact details are in the school office.** The school is obliged to operate an attendance system and to report to the National Education Welfare Board. The main function of this system is to fulfil the obligation of the school in relations to the Educational (Welfare) Act 2000. This Act obliges us to forward the names of any individual when he misses 20 or more days (in a school year) to the Department of Education and Science, who will then pursue the case.

Illness or Accident:

If a student feels unwell or has an accident during the day he must immediately inform a member of staff. Students require permission from the Principal, Deputy Principal or their Year Head before leaving the school premises. All students must sign out before they leave the school when they are going home or to an appointment during the school day. Junior cycle students must be collected from the reception area.

Signing out:

Medical appointments and other arrangements should be made outside school hours, where possible. Otherwise a student will need a permission slip from his parent/guardian in his journal which he must show to his Year Head, Principal, Deputy Principal or Year Head. The note should be shown to the class teacher at the time the student needs to leave for his appointment and the student should then proceed to the reception area where he must sign the 'signing out' register. Students may not leave the school without signing out having first got permission from Year Head, Deputy Principal or Principal. Junior cycle students must be collected from the reception area.

Smoking

Smoking (including e- cigarettes) is strictly prohibited on school grounds or during or at any school activity. Under the Public Health (Tobacco) Act 2002, it is an offence for any person to smoke anywhere within the school boundaries. Should any student be found to be in breach of this, they will be fined €10 which will go to Cancer Charities. If they chose not to pay the fine, they will receive a booking. Repeat offenders will incur more serious sanctions. The student's attention will be drawn to the Act and he will be reported to the Environmental Health Officer. He will also be reminded that he is liable to the penalties referred to in the Act, up to and including a fine of €3,000.

Procedures for Suspension and Expulsion

Suspension is defined as a sanction requiring the student to absent himself from the school for a specified, limited period of school days.

Suspension from school is a serious disciplinary measure. The Management of the school reserves the right to suspend a student where the continued presence of that student threatens the education or the health and safety of other student(s) or staff members or where the student is responsible for serious damage to property.

All individuals have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination.

Suspension will only take place as a result of a serious incident or numbers of serious incidents.

The Board of Management of Coláiste Éamonn Rís has delegated the power to suspend for a maximum of 3 days to the Principal.

If a suspension longer than three days is being proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes. However, a Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

A suspension of 5 days and not more than 10 days can only be imposed by the Board of Management. In addition, any suspension that would bring the total number of days for which the student has been suspended in the current school year to 20 days or more must be formally reviewed by the Board of Management and notified to the Educational Welfare Officer.

Fair procedures will be followed by the school when proposing to suspend a student. The school's procedures will have two essential elements:

- The right to be heard

The Principal will inform the student and his parents of the alleged misbehaviour, how and by whom it will be investigated and that it could result in suspension. The student and his parents will be given an opportunity to reply to the allegations before a decision is made and before any sanction is imposed.

- The right to impartiality

This requires that the investigation of the alleged misbehaviour is separated from the process of making a decision with regard to imposing sanctions. Therefore, the Principal will arrange for another member or members of staff to conduct the investigation and to present a full report on the facts of the case, as well as any other relevant information to the Principal. The principal will then decide whether to impose a suspension on a student. If a suspension is imposed the following procedures will be followed:

1. The student and his parent(s) will be informed of the suspension by registered post. This letter will state the duration of the suspension, the reason(s) for the suspension, a statement that the pupil is under the care and responsibility of the parents/guardians while on suspension. If consideration is being given to proceeding to expulsion, it will be clearly stated in the letter.

2. Parents will be informed in the suspension letter of their right of appeal to the Board of Management.
3. Parents will be informed in the suspension letter of their right of appeal to the Department of Education and Skills if the suspension brings the total number of days suspended in excess of 20 school days for the current school year.
4. The Board of Management is informed of the suspension.
5. If a serious breach of discipline occurs then a student may be removed immediately from class and placed in the care of a member of staff until such time as he can be handed over to the care of his parents.
6. The principal or deputy principal will meet with the student and his parent(s) on the student's return to school after suspension to discuss the school's expectations regarding the student's behaviour and how these expectations may be realised.

Suspension may be removed under the following grounds:

1. The Principal/ Board of Management agree that another sanction be applied after discussion with the parents/guardians.
2. Successful appeal to the Board of Management.
3. Successful Section 29 Appeal.
4. New circumstances come to light.

Role of the Board of Management

A student and his parent(s)/guardian may be invited to meet with the Board of Management to discuss deviations from the Code of Behaviour. In such instance, the Board of Management will consider what sanctions (if any) should be imposed up to and including expulsion. In certain circumstances, the Board may decide to put the student 'on licence'. This will involve the following:

- 1 A contract will be drawn up between the Board, the student and his parents and a clear set of expectations will be set out for the pupil as part of the contract.
- 2 The pupil will collect a report form on a daily basis from the principal before the first class of the day. He will get it filled in by each of his teachers for that day, get it signed by the principal and bring it home for his parent or guardian to sign. This form must be returned to the principal the following morning.
- 3 The Behavioural Review Committee and the Principal will monitor the comments on the report form and the Principal will give an update to the Board on the student's progress while on licence at subsequent Board meetings.
- 4 The student will continue 'on licence' until the Board considers otherwise. If the student's progress is satisfactory, the Board may decide to remove the sanction from the pupil. In the event of the student's behaviour not improving under licence or should there be other serious breaches of the school's Code of Behaviour, the Board

may decide to meet with the student and his parents/guardians again, where sanctions up to and including expulsion will be considered.

Expulsion

Expulsion is a final and last resort when no other solution is possible and all other forms of discipline and attempts at rehabilitation have been exhausted. However, the following behaviours (not an exhaustive list) may be grounds for expulsion, even for a first offence.

- Violence or physical assault of a member of the school community
- Threat of violence against a member of the school community
- Supplying illegal drugs to other students in the school
- Sexual assault of a member of the school community
- Destruction of or attempted destruction of school property
- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process

When the Board of Management is considering expulsion, the school will follow the procedures prescribed under the Education (Welfare) Act 2000 and *Developing a Code of Behaviour: Guidelines for Schools* when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include the following:

1. A detailed investigation will be carried out under the direction of the Principal.

In investigating an allegation, in line with fair procedures, the Principal will:

- Inform the student and his parents/guardians about the details of the alleged misbehaviour and that it could result in expulsion.
- Give parents/guardians and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

2. The Principal makes a recommendation to the Board of Management to consider expulsion

Where the Principal forms the 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 will:

- Inform the parents/guardians and the student that the Board of Management is being asked to consider expulsion.

- Ensure that parents/guardians have copies of records of the allegations against the student, copies of records of the investigation and written notice of the grounds on which the Board of Management is being asked to consider the expulsion.
- Provide the Board of Management with copies of the same comprehensive records as are given to parents/guardians.
- Notify the parents/guardians of the date of the hearing of the Board of Management and invite them to that hearing, ensuring that sufficient notice is given to allow them to prepare for the hearing.
- Advise the parents/guardians that they can make both a written and an oral presentation to the hearing.

3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing

The Board will review the initial investigation and satisfy itself that the investigation was properly conducted and in line with fair procedures. The Board will undertake its own review of all the documentation and the circumstances of the case. It will ensure that any party who has involvement in the case will not be party to any deliberations.

Where a Board of Management decides to consider expelling a student, it will hold a hearing where the Principal and the parents, or a student aged 18 years or over, will put their case to the Board in each other's presence. Each party will be allowed to question the evidence of the other party directly.

After both sides have been heard, the Board will ensure that the Principal, parents and student are not present for the Board's deliberations.

4. Deliberations of the Board and actions to follow the hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for its decision. The Board will inform the parents/guardians in writing about its conclusions, the next steps in the process, and that the Education Welfare Officer has been informed.

5. Consultations arranged by the Educational Welfare Officer

The Principal will make all reasonable efforts to take part in consultations and meetings arranged by the Education Welfare Officer within the twenty days after notification of intention to expel.

6. Confirmation of the decision to expel

Where the 20 day period following notification to the Education Welfare Officer has elapsed, and where the Board of Management remains of the opinion that the student should be expelled, the Board of Management will formally confirm the decision to expel. Parents/guardians will be notified immediately that the expulsion will now proceed. Parents/guardians will be told about their right to appeal and supplied with the standard form on which to lodge an appeal.

Interventions

In Coláiste Éamonn Rís we recognise the need for support for pupils experiencing difficulties for whatever reason. The following may be involved in supporting/helping students through any difficulties:

1. The Principal;
2. Deputy Principal;
3. Year Head;
4. Class Tutor;
5. Subject Teacher;
6. Guidance Counsellor;
7. School Chaplain;
8. Pastoral Care Team;
9. Learning Support Team;
10. NEPS Psychologist (National Educational Psychological Service);
11. Critical Incident Team;
12. TUSLA (Child and Family Agency));
13. HSE (Health Service Executive);
14. Any other relevant support.

Review

This Code of Behaviour will be reviewed by the Board of Management periodically and at least every two years.

A copy of the Code of Behaviour will be provided on the school website. An enrolling pupil and his parent(s)/guardian(s) must read it carefully and sign the Acceptance Form provided to indicate acceptance of same. Enrolment in the school is conditional upon acceptance of the school's Code of Behaviour.

The school's Code of Behaviour is available from the school on request and is on the school website www.wexfordcbs.ie.

This Code of Behaviour was modified and approved by the Board of Management of Coláiste Éamonn Rís on 18/8/2020.

Modification Clause

The Management and authorities of Coláiste Éamonn Rís reserve the right to modify details of this Code of Conduct at short notice. Such modifications may be needed in an ever-changing environment and social context. Any such change will be communicated on the school website.

This policy supersedes all previous versions of the school's Code of Behaviour.



Code of Behaviour Acceptance Form

Having read the above **Code of Behaviour** of Coláiste Éamonn Rís, we accept it fully. Please note that the school's Anti-bullying Policy forms part of the school's Code of Behaviour.

Signed
Parent/Guardian

Date:

Signed
Student

Date:

Appendix 1: Detentions

DETENTION (unfavourable comments on a student's report card)

A student's performance while 'On Report' is monitored by the Deputy Principal on a daily basis and the Behaviour Review Committee on a weekly basis.

Detention is used as a sanction in the case of a student who gets an unsatisfactory comment or comments on his Report Card.

1. Time: 30 minutes at lunchtime as set by school authorities
2. During detention, students write out school regulations.
3. If a student fails to show up for detention without due cause, he will be given further detention(s).
4. If a student fails to show a second time he may be booked or given a more serious sanction.
5. Unsatisfactory behaviour and/or failure to make a reasonable effort during detention will warrant a booking
6. Supervising teacher to inform Deputy Principal of absentees.

LATE DETENTION (for being persistently late for class)

A student who is late for morning or afternoon class will have this recorded on the attendance slips. Any student late for three morning and or afternoon classes will be given a lunchtime detention.

1. Time: 30 minutes at lunchtime as set by school authorities.
2. During detention, pupils write our school regulations.
3. If a student fails to show up for detention without due cause, he will be given an alternative date.
4. If a student fails to show a second time may be booked.
5. Unsatisfactory behaviour and/or failure to make a reasonable effort during detention will warrant a booking.
6. Supervising teacher will inform Deputy Principal of absentees.

DETENTION (breaches of classroom code of behaviour)

A teacher may impose a lunchtime detention for breaches of the classroom code of behaviour.

1. Time: 30 minutes at lunchtime.
2. During detention, pupils complete assigned work.
3. If a student fails to show up for detention without due cause, he may be given an alternative date and/or an additional detention.
4. If a student fails to show a second time may be booked.
5. Unsatisfactory behaviour and/or failure to make a reasonable effort during detention will warrant a booking.

Appendix 2:

Specialist Rooms

- A. Art Room
- B. Science Laboratories
- C. Woodwork Rooms
- D. Music Room
- E. Changing rooms, Gym and School Field
- F. Computer Room
 - (1) Classroom Code of Conduct
 - (2) Internet Use
- G. A.S.D. Unit
- H. Transition Year

A. Art Room

- You must sit at the seat assigned to you.
- You must place your coat, bags and personal gear away from harm.
- You must respect other people's work and property.
- You must respect school property and premises.
- You must produce homework when asked.
- You must bring in Art pencils to class.
- You must tidy up after each lesson and put your work away.
- You must raise your hand to seek attention from the teacher.
- You must arrive on time for classes.
- You must take care not to drop pencils or materials on the floor.
- You must fill jam jars only half way with water.
- You must always put your name on your work.
- Do not move around in class without permission • Do not misuse materials.
- Do not shout, sing or make unnecessary noises in class • Do not wear earrings, caps or scarves etc. or use mobile phones.
- Do not use blades, knives or guillotine.
- Do not enter area beyond the teacher's desk any time.
- Do not leave paintbrushes standing in jars of water.
- Do not forget to put your portfolio away after each class.

B. Science Laboratories Classroom Rules

The laboratory can be a very exciting place in which to work but it can also be very dangerous if the safety rules are not obeyed.

- Never enter a laboratory unless given permission by your teacher.
- No running or pushing.
- Keep the floor and passageways clear.
- Keep work areas tidy and uncluttered.
- Never have food or drink in a laboratory. Do not taste or lick chemicals from the laboratory glassware. Do not drink from laboratory glassware or taps.
- Wash your hands after using chemicals or biological materials.
- Tell your teacher if you cut or burn yourself.
- If you spill any chemicals or break some glassware, report it to your teacher who will tell you how to clean it up.
- Only put broken glass into the broken-glass bins.
- Always return cleaned equipment to the correct place.
- Leave benches clean and dry. Put rubbish in the bins and not the sink.
- Wear safety glasses when directed to by your teacher. The frames can be cleaned before use.
- When heating or mixing substances, never look inside the flask, test tube or beaker. Do not point these experiments at anyone.
- Do not open cupboards or examine specimens or experiments left in the laboratory unless given permission by your teacher.
- Be careful using a Bunsen burner especially when you are wearing flammable clothing.
- Be aware of the evacuation procedure for the laboratory.
- Follow the instructions of the teacher in charge of the class.

C. Woodwork Rooms Class Guidelines

- Keep your work area tidy by regular cleaning.
- Always walk, never run.
- Store coats and bags properly.
- Follow teacher's instructions-ask if you are unsure.
- Read and follow safety signs and warning labels.
- Report all accidents.
- Report all breakages or damaged equipment.
- Always use the safety equipment provided.
- Always avoid 'horseplay' and don't throw things in the workshop.
- Never rush; trying to get things finished quickly can end in accidents.
- Tie up long hair, secure loose clothing and remove jewellery.
- Keep your hands and fingers behind the cutting edge of tools.

D. Music Room

- All musical instruments recording and sound devices must be treated with great care.
- Students may only use musical instruments and equipment with the music teacher's permission.
- Musical instruments must not be removed from the music room.
- Students may not enter the music room without teacher supervision.

E. Changing Rooms, Gym and School Field.

- All students are responsible for their own possessions.
- Students must have regard for the dignity of others while using the changing rooms.
- Students must have regard for the possessions of other pupils and their property.
- Valuable items may be given to the teacher for safe keeping e.g. money, iPods, phones etc.
- The changing room, gym and field areas should be kept litter free for health and safety reasons.
- Participating in the gym and field must be done in a safe manner with regard for the safety of other students.
- Swinging from and leaning against the portable goalposts is forbidden.
- Use of the gym without supervision is forbidden.
- Any defects in equipment or playing surface should be reported to the teacher in charge.

F. Computer Room

(1) Classroom code of conduct

- No admission is allowed under any circumstances unless supervised by a member of staff.
- All food and drink must be left in your bag and under no circumstances is food or drink to be consumed in the room.
- Each student must sit at the computer allocated to him by the class teacher for all computer classes.
- Any student who misuses the facilities (furniture, hardware, software etc) will be dealt with in accordance to the School's Code of Behaviour.
- Any malicious damage will have to be fully compensated for by the student responsible for the damage.
- Any hardware/software problems encountered by a student must be immediately reported to the class teacher.
- All internet usage is monitored and students in violation of the school policy regarding Internet Usage will be answerable to School Management.

- Students are only permitted to print documents with the approval of the teacher.
- Do not remove any equipment or supplies from the room.
- Do not change any software preferences (desktop pattern, time, homepage location etc.).
- Do not create excessive noise or engage in disruptive activities.
- Do not bypass system security.
- Do not use foul language, racial slurs, sexual innuendo or upload pornographic material.
- Do not use or send viruses, Trojans, worms or other hacking software.
- Return the keyboard, monitor, mouse and chair to their original positions and remove all printed material from the room at the end of class.

(2) Internet Use

For internet use, the following rules apply:

- The internet will be used for educational purposes only.
- Pupils must also sign the code of conduct and return it to the appropriate teacher.
- No e-mails can be sent or received unless authorised and checked by a teacher.
- Pupils are not allowed to enter chat rooms or discussion forums of any kind.
- Pupils must never disclose personal information over the internet.
- Pupil photographs will not be published on the school website, without parental consent.
- No personal information of any pupil or staff member will be published on the school web site.
- Pupils are not allowed to delete any files or to alter any setting on the computers unless instructed by a teacher.

Misuse

Damage to any software or hardware by students will result in students having to pay for the damage caused. Misuse of the computers may result in disciplinary action, including written warning, withdrawal of computers use and in extreme cases suspension or expulsion.

G. A.S.D. Unit

- The A.S.D. Unit is a quiet area and the needs of others should be respected at all times.
- Only boys allocated a desk will be allowed behind screens.
- Student access to the multi-sensory area in the Unit is at the discretion of the Unit staff.
- Student access to the computers in the Unit is at the discretion of the Unit staff.
- The Unit is a nut-free zone.
- The Unit is supervised for the entire school day. Students will be expected to carry out school business during this period.

H. Transition Year

- Students commit to attendance, participation and behaviour levels set out for the T.Y. programme.
- Students underperforming in any area will receive warnings from subject teacher.
- Students persistently underperforming in any area will meet with the Year Head and/or Behaviour Review Committee.
- Students' performances will be formally reviewed on a number of occasions throughout the school year.
- Students who are deemed to be seriously underperforming will be given an opportunity to show improvement.
- Students who fail to show the required level of improvement will meet with the BOM to account for their underperformance and failure to improve. Students who fail to show the required level of improvement will be subject to the full provisions of sanctions open to the BOM up to and including removal from the T.Y. programme into Fifth Year.