

Code of Behaviour

St. Caimin's Community School



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Introduction

In St. Caimin's Community School we foster a sense of community that gives practical effect to the values of our mission statement:

Every person is valued equally in accordance with our Christian Tradition at St. Caimin's School. Each person within the school community can enjoy developing to the fullest, while feeling cared for and safe. Our educational structures are ordered, based on tolerance, fairness and respect, while sensitive to our changing world.

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

Legal Framework

This Code of Behaviour has been informed by the following:

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

It satisfies the statutory requirements of the three Acts.

Scope

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

Rationale

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

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

Objectives

The objectives of this code of behaviour are:

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

- to prescribe the interventions to be applied when a student persistently misbehaves
- to provide a transparent framework for the fair application of sanctions and interventions.

Roles, Responsibilities and Management Structure

In St. Caimin’s School the hierarchy of authority in relation to students is as follows:

- Board of Management
 - Principal
- Discipline Committee
- Deputy Principals
- Year Heads/Assistant Principal 1s
 - Assistant Principal 2s
- Class Tutor
- Subject teachers

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

Board of Management

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

Principal

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

Deputy Principals

The Deputy Principals, are a member of the management team, assists the Principal in the internal organisation, management and discipline of the school. The Deputy Principals work with the year heads, class tutors, chaplain, guidance counsellor and subject teachers in developing, reviewing and implementing the pastoral care programme in the school. The Deputy Principals have a responsibility for the implementation of the disciplinary process and the maintenance of general discipline within the school.

Discipline Committee

The discipline committee is composed of the Principal, the Deputy Principals, at least one Assistant Principal and 3 others. The role of this committee is to assist the Principal in the management of discipline related issues of the school. The committee is responsible for stimulating the creation of school culture that actively promote positive behaviour to enrich the learning and teaching experiences of all members of the school community.

Year Head

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

Class Tutor

The class tutor takes a particular interest in the activities and progress of the students in a class group and helps the students to be positive in their behaviour and work. In addition, the class tutor serves as a special link between the school support structure and the students and co-operates with the year head in ensuring the students' observance of the school rules. Class tutors are also responsible for delivering several set units of learning.

Subject Teacher

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

Pastoral Care Team

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

Parents

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

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

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

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

Students

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

Behaviour is modelled, in part, on the behaviour of older or more senior students. Thus, these senior students have a responsibility as role models in respect to the school's standard of behaviour. When these senior students exercise restraint and respect, they normalise positive behaviour and in so doing make it part of the school's culture. Such behaviour modelling is enhanced by the practice of senior students mentoring incoming first year pupil.

Standards of Behaviour

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

Good Manners and Respect

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

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

Entering and Exiting the School and Grounds

- a. Students walking to school must enter and exit the grounds by the pedestrian gate to the front of the school.
- b. All students will enter and exit the school building by the main door. All other doors are for emergency use only.

Attendance

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

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

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

Punctuality

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

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

Dress and Appearance

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

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

Circulating Inside and Outside the Building

- a. Students will walk on the right-hand side along the corridors and on the staircases.
- b. Behaviour that could lead to accidents on the staircase or on the corridors is strictly forbidden.
- c. Students are not allowed onto the 1st floor unsupervised before 8.55 a.m., break time or lunch time.

Classroom Seating Arrangements

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

Breaktimes

- a. Students may not leave the school grounds during the morning break.
- b. Only those first-year students who live in Shannon may go home for their lunch, subject to their parents granting permission. All other first year students must remain on the school grounds at lunchtime.

Toilets

- a. Prior to 8.55 a.m. and during break and lunch times only the toilets on the ground floor may be used
- b. During class time the nearest toilet to the classroom will be used.
- c. Students using the toilets during a class must have written permission to do so.

Canteen

This may be used by students only before 8.55 a.m., during breaktime and lunch.

School work and Homework

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

Activities

- a. During the school day, students attending various activities must remain in class until called over the intercom.
- b. Under no circumstances may boots with studs be worn in the school building.
- c. Playing with footballs, sliotars, rugby balls, basketballs etc. in the school building is strictly forbidden.
- d. Students absent from class due to activities, whether curricular, co-curricular or extra-curricular, are expected to find out what homework was assigned during their absence and make every effort to complete it.
- e. Because activities may be cancelled, students involved must come to school fully prepared for class: uniform, homework, books, equipment etc.
- f. When an after-school activity has finished, students must leave the school immediately.

Lockers

- a. A student must have contributed to the Student Services Fund in order to have the use of a school locker.
- b. Students may use lockers only before 8.55 a.m., during breaktime/lunchtime, and at the end of the school day.

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

Property

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

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

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

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

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

Electronic Equipment

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

changing areas.

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

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

Online Privacy and Code of Behaviour

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

Health and Safety

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

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

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

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

Acknowledging Positive behaviour

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

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

- a. Verbal praise to the student either in class or privately from the subject teacher, class tutor or year head
- b. Merit stickers
- c. Positive comment about the student to the class tutor and other staff members
- d. written note of affirmation in the student's journal
- d. At assembly, where opportunities are taken to commend achievement by students in their studies, sport and general behaviour using the public address system to celebrate success
- e. Student of the year awards
- f. Endeavour and academic achievement awards for example Gaisce
- g. Using the school website to communicate accomplishments
- h. Using the screen at reception.

This list is not exhaustive.

Promoting Positive Behaviour

Level 1 – Not Ready to Learn	Explanation / Rationale
<ul style="list-style-type: none"> • Not having right Equipment or books 	<ul style="list-style-type: none"> • Come to each class with equipment specified to by each subject teacher.
<ul style="list-style-type: none"> • Not having Journal 	<ul style="list-style-type: none"> • Students must have journal with them for every class period. • Students are required to use their journals to record all homework, written or otherwise. • The journal also acts as a means of communication between home and school. It must be kept in a neat and tidy condition • The journal should be offered to parents each night so that they can check to see that their child’s homework is completed.
<ul style="list-style-type: none"> • Incorrect uniform without permission 	<ul style="list-style-type: none"> • Full uniform criteria in appendix • Students must always wear a full school uniform unless otherwise directed. • Due regard to cleanliness, neatness and general appearance is also expected. • The wearing of boots is not permitted. • Any jewellery worn must be discreet and appropriate, and not pose a risk to health and safety. • Piercing is confined to small neat studs.
<ul style="list-style-type: none"> • Not following classroom procedure and routines – Seating plan, safety 	<ul style="list-style-type: none"> • Classroom routines and procedures to be set out by each subject teacher with clear guidelines for students. • A seat will be assigned to each student for each class period. • Students are required to leave the room neat and tidy • Students must observe all safety regulations that apply in both general and specialist classrooms. • Rules for individual classrooms are displayed in each room.

<ul style="list-style-type: none"> • No Homework 	<ul style="list-style-type: none"> • School assignments and homework must be completed on time. If, for any valid reason, such work is not presented on time, students are expected to produce a note of explanation from their parents. • State Exams Commission project work and Classroom based assessment deadlines will be adhered to. • Students absent from class due to activities, whether curricular, co-curricular or extra- curricular, are expected to find out what homework was assigned during their absence and make every effort to complete it.
<ul style="list-style-type: none"> • Not participating in class 	<ul style="list-style-type: none"> • Students are expected to give of their best in class and not interfere with the learning of others • Little or no interaction or participation throughout a class period
<ul style="list-style-type: none"> • At Lockers without permission 	<ul style="list-style-type: none"> • Students may use lockers only before 8.55 a.m., during breaktime/lunchtime, and at the end of the school day. • Students are not allowed access to lockers between classes or during classes.
<ul style="list-style-type: none"> • Late for Lesson 	<ul style="list-style-type: none"> • Arriving to class late without written excuse • Students are expected to be in the school building at least 5 minutes prior to the commencement of class.
<ul style="list-style-type: none"> • Inappropriate use of mobile phone 	<ul style="list-style-type: none"> • Mobile phones must remain in students' bags or lockers during class time. • Mobile phones and audio devices may only be used before and after school and at break time and lunch unless requested by a teacher. • Mobile phones or devices incorporating a camera may not be used in the toilets or changing areas. • "Not Seen. Not Heard, Not Taken"
<ul style="list-style-type: none"> • Use of single use plastic bottles 	<ul style="list-style-type: none"> • Reusable bottles should only be used on school ground

Level 2 – Disrupting the Learning Environment	Explanation / Rationale
<ul style="list-style-type: none"> • Repeated refusal to listen to or follow instructions 	<ul style="list-style-type: none"> • Repeated instances of failing to follow classroom routines and procedures to be set out by each subject teacher. • Students must never behave in a way that endangers their own health and safety or that of any person in the school.
<ul style="list-style-type: none"> • Shouting in class 	<ul style="list-style-type: none"> • Disrespecting the teacher • Disrupting the learning environment for the other students in the class.
<ul style="list-style-type: none"> • Persistent Lack of homework 	<ul style="list-style-type: none"> • Repeated absence of homework without written note from parent/guardian explaining why.
<ul style="list-style-type: none"> • Not Willing to work 	<ul style="list-style-type: none"> • Repeated instances where the students have little or no interaction or participation throughout a class period
<ul style="list-style-type: none"> • Disrupting the work of others 	<ul style="list-style-type: none"> • • Disrupting the learning environment for the other students in the class.
<ul style="list-style-type: none"> • Not allowing others to participate 	<ul style="list-style-type: none"> • Disrupting the learning environment for the other students in the class.
<ul style="list-style-type: none"> • Disrespectful Comments/behaviour 	<ul style="list-style-type: none"> • Disrespecting the teacher • Disrespectful comments or behaviour towards the teacher or any other student.
<ul style="list-style-type: none"> • Disruptive Noises/ Behaviour 	<ul style="list-style-type: none"> • Disrespecting the teacher • Disrupting the learning environment for the other students in the class.
<ul style="list-style-type: none"> • Inappropriate movement around school 	<ul style="list-style-type: none"> • Prior to 8.55 a.m. and during break and lunch times only the toilets on the ground floor may be use. • Students must not leave their classroom without permission from teacher. • Students are not allowed access to lockers between classes or during classes. • Students may not leave the school premises without permission during the school day.
<ul style="list-style-type: none"> • Repeated incorrect uniform 	<ul style="list-style-type: none"> • Repeated instances where the uniform is not worn to the correct standard
<ul style="list-style-type: none"> • Inappropriate use of language 	<ul style="list-style-type: none"> • Abusive verbal language directed at fellow students or teachers.
<ul style="list-style-type: none"> • Misbehaving on school excursions and trips 	<ul style="list-style-type: none"> • Not following rules and procedures set out by teacher for the excursion. • Being disrespectful to anyone encountered over the

	course of the excursion
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Level 3 - Dangerous and Damaging Behaviour	Explanation / Rationale
• Arguing with staff	• Disrespectful communication with any staff member
• Refusal to hand over mobile phone	• Refusal to hand over phone after not adhering to school's mobile phone policy
• Not attending detention	• Failing to attend a detention having been informed through the correct procedures.
• Smoking or Vaping	• Smoking or Vaping: it is illegal to smoke or vape in the school or on the school grounds.
• Incomplete Report Card	• Failing to get all class periods signed off by each teacher while on report.
• Inappropriate sexual Comments	• Abusive verbal language directed at staff or students.
• Swearing at staff	• Abusive verbal language directed at Staff
• Total refusal to co operate	• Continuous refusal to obey rules and routines set out by subject teacher and school
• Bullying	• Continuous abusive language or behaviour directed at a group of people or an individual
• Aggression	• Disrespectful aggravated behaviour towards staff or fellow students
• Vandalism	<ul style="list-style-type: none"> • Students are required to show care and respect for school premises, school furniture, school grounds and the property of fellow students and staff. • Vandalism or graffiti will not be tolerated. • Students who cause damage through wilfulness or carelessness will be held liable for the cost of making good the damage.
• Ignoring staff and walking away	• Disrespectful behaviour directed towards staff.
• Taking drugs	• Banned/prohibited substances are not permitted in the school.
• Drinking Alcohol	• The possession/consumption of alcohol, solvent abuse, the use/trafficking of illegal substances or the use of any substance that alters mood or behaviour are strictly forbidden (See Substance Use Policy).
• Interfering with fire drill procedures	• Students are not allowed to interfere with the fire safety equipment
• Racist Language or behaviour	• Abusive verbal language or behaviour directed at a an individual or group
• Inappropriate use of technology	• Electronic devices must remain switched off in class unless permitted by a member of staff.

	<ul style="list-style-type: none"> Electronic devices may not be used by students to record or transmit still images, audio or video of any person in the school community for any purpose without consent.
<ul style="list-style-type: none"> Forging parental signature 	<ul style="list-style-type: none"> Deliberate forging of guardian's signature on diary or report card to mislead teacher or management.
<ul style="list-style-type: none"> Stealing 	<ul style="list-style-type: none"> Taking other student's possessions Taking the schools property
<ul style="list-style-type: none"> Carrying dangerous items 	<ul style="list-style-type: none"> It is forbidden to bring to school such items as pins, knives, badges, needles, matches, lasers or any other items deemed dangerous by a teacher.
<ul style="list-style-type: none"> Disrespecting school environment. 	<ul style="list-style-type: none"> Students must dispose of litter in the litterbins provided and use recycling bins where appropriate.

Sanctions, Interventions, Disciplinary Procedures

Sanctions

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

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

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

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

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

This list is not exhaustive.

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

Detention

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

The following procedure will ordinarily apply:

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

Interventions

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

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

Disciplinary procedures

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

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

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

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

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

If a concern around a behavioural matter involves suspicions of abuse, the matter must be reported to the designated liaison person. Further action will then be in accordance with the

'Children First Act 2015' which has been adopted by the Board of Management

Discipline Committee Interview

A student may be referred to the discipline committee when other avenues of modifying behaviour have failed. During this process, the student will be given an impartial advocate, who would research the particulars of the incidents and if required speak on behalf of the student to a panel of 3 people selected from the discipline committee. The panel would address issues relating to the student's continuous misbehaviour and the student will be given an opportunity to explain their actions. The aim would be to achieve an amicable solution going forward for the student's behaviour to improve. Parents would be informed prior to the interview taking place.

Suspension and Expulsion (as per suspension and expulsion policy)

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

For the purposes of this Code of Behaviour:

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

Suspension

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

Suspension procedure

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

class.

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

Appeal to the Board of Management

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

Returning to school after a period of suspension

- The student, on the morning of their return to school, will meet the Deputy Principal or year head to review the issues that precipitated the suspension.
- Students are expected to have all their homework up to date upon their return.
- Students suspended on the grounds of substance abuse, bullying or health and safety will be required to research the associated area and write a report on it that reflects their new understanding of the issue.
- When a student returns to school after a period of suspension, he or she may be required to sign a contract giving certain undertakings in relation to their future behaviour.

Expulsion

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

Expulsion procedure

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

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

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

7. Meeting of Board of Management

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

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

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

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

that they themselves were notified of the expulsion.

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

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

Related Policies

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

- Admissions and participation
- Substance use
- Countering bullying behaviour
- Pastoral care.
- Suspension and expulsion
- Acceptance/usage policy
- Attendance
- Homework
- Mobile Phone Policy

Review

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

Implementation

This Code of Behaviour replaces and supersedes the previous code of behaviour for students (24th October 2012)

This new Code of Behaviour will apply from the 21st August 2020. All students presently registered in St. Caimin's Community School and their parents will be informed of the amendment to this Code of Behaviour.

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

Ratification

This Code of Behaviour was approved by the Board of Management on: 21st August 2020.

Appendix

Official School Uniform

The school uniform is a public symbol of our school.

For girls it comprises:

- a school jumper bearing the school crest
- a school skirt of knee length or longer
- optional grey tailored trousers (no alternative is permitted)
- light blue shirt
- shoes or trainers
- during P.E. a tracksuit bottoms, polo top, runners and socks must be worn.

For boys it comprises:

- a jumper bearing the school crest
- grey trousers
- light blue shirt
- shoes or trainers
- 1 • during P.E. a tracksuit bottoms, polo top, runners and socks must be worn

Every student is expected to have a change of uniform.

Appendix 2 - Action V Consequences Table

Action Level 1 -Not ready to learn	Action Level 2 – Disrupting the learning environment	Action Level 3 – Dangerous and Damaging Behaviour
<ul style="list-style-type: none"> • Not having right Equipment or books • Not having Journal • Incorrect uniform without permission • Not following classroom procedure and routines – Seating plan, safety • No Homework • Not participating in class • At Lockers without permission • Late for Lesson • Inappropriate use of mobile phone • Chewing Gum • Disrespecting the school Environment • Use of single use plastic bottles 	<ul style="list-style-type: none"> • Repeated refusal to listen to or follow instructions • Shouting in class • Persistent Lack of homework • Not Willing to work • Disrupting the work of others • Not allowing others to participate • Disrespectful Comments/behaviour • Disruptive Noises/ Behaviour • Inappropriate movement around school • Repeated incorrect uniform • Inappropriate use of language • Misbehaving on school excursions and trips • Absence from class / school without permission 	<ul style="list-style-type: none"> • Arguing with staff • Refusal to hand over mobile phone • Not attending detention • Smoking or Vaping • Losing Report Card • Inappropriate sexual Comments • Swearing at staff • Total refusal to co operate • Bullying • Aggression • Vandalism • Ignoring staff and walking away • Taking drugs • Drinking Alcohol • Interfering with fire drill procedures • Racist Language or behaviour • Inappropriate use of technology • Forging parental signature • Stealing • Carrying dangerous items
Consequence Level 1 – Teacher	Consequence Level 2 -Year Head	Consequence Level 3 – Management and Discipline Committee
<ul style="list-style-type: none"> • Reasoning with pupil • Classroom management strategies • Verbal Warning • Separation from peers • Reprimand • Additional Homework • Requirement for written or verbal apology • Confiscation of mobile phone. • Communication with parents through a note or phone call 	<ul style="list-style-type: none"> • Referral to year head • Restorative Circle for conflicts • Detention • Placing student on report card 1. • Written undertaking of good behaviours signed by parents and student 	<ul style="list-style-type: none"> • Referral to deputy Principal • Parents to Collect Student • Placing student on report card 2. • Withdrawal of privileges • Discipline Committee Interview • Restorative Practices Strategies • Referral to Principal • Suspension • Expulsion • Payment for damaged or stolen properly
This list is not exhaustive		

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

Signed : _____ (Parent / Guardian)

Signed : _____ (Parent / Guardian)

Declaration slip

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

Signed: _____ (Parent / Guardian)

Signed: _____ (Parents / Guardian)

