



OUR LADY OF MERCY SECONDARY SCHOOL

Code of Behaviour

2024-2025

OUR LADY OF MERCY SECONDARY SCHOOL CODE OF BEHAVIOUR

This Code of Behaviour is in line with The Education Act 1998 and The Education Welfare Act 2000. The Board of Management has ultimate responsibility for the Code and the Principal is responsible for its implementation. The policy is a written document and visuals will be used to roll out the policy to all. A Student Learning Contract is included in student journals and visuals are displayed in all areas of the school, including classrooms.

In this policy, the following terms have the following meaning:

- **parent** refers to parent/parents or legal guardian/guardians
- **staff** refers to teachers, SNAs, examiners, supervisors, administration staff, support staff, caretaker, maintenance staff and other adults as inferred by the context

Where lists are given they are not intended to be exhaustive, instead they are indicative of the particular behaviour, sanction or item.

A whole school approach was taken to developing the Code of Behaviour by consulting with all the stakeholders (students, staff, parents and Board of Management). This process was led by the Positive Behaviour Strategy Team, policy co-ordinator and school secretary and facilitated by the NBSS. The Code of Behaviour is reviewed on an annual basis in line with the needs of the school community.

SCHOOL STATEMENT

Our Lady of Mercy Secondary School (OLM) aims to foster a positive learning environment where all individuals feel safe and valued. We aim to have a Code of Behaviour which is fair, consistent and which encourages students to correct unacceptable behaviour and learn self-discipline.

The code requires each student to respect the rights of all other students. Each student is also required to respect all members of the school community including all staff in the school. When students behave well, they enhance the good reputation of the school, their families and their community. In this context we aim to reflect the core values of OLM according to our school ethos and vision.

MISSION STATEMENT

All of the school community will work with care, to develop mature young adults, who will achieve their full potential, who will be ready to deal with the challenges of the modern world.

SCHOOL ETHOS

As the school was established by the Sisters of Mercy the educational philosophy of the school is the full human development of the student in a Christian context.

CORE VALUES

Promoting Spiritual and Human Development

- *We believe knowledge of and a personal relationship with Jesus Christ gives meaning and purpose to our lives.*

Achieving Quality in Teaching and Learning

- *We are committed to excellence and to continually improving the quality of teaching and learning.*

Showing Respect for Every Person

- *We respect the unique and intrinsic value of each person.*

Creating Community

- *Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.*

Being Just and Responsible

- *We seek to act justly and responsibly in all our relationships.*

VISION- *Shaping a Brighter Future for Our Young People*

As a voluntary secondary school in the Mercy tradition we hope to achieve the holistic development of each student within the defined ethos of the school. We aim to maximize the potential of each student in our care. This is to be achieved in an atmosphere of respect and fairness. Through support and friendship we hope to affirm each person's self-worth and dignity in the school community. In co-operation with the Board of Management, parents and staff our wish is that students will grow into happy, confident, responsible mature young adults.

OBJECTIVES OF THE CODE OF BEHAVIOUR:

- To foster a sense of pride and respect in the school community where all feel valued, supported and cared for.
- To respect the Code of Behaviour.
- To create an environment conducive to safe learning.
- To ensure that all members of the school community work in safe, secure surroundings.
- To develop student/parent involvement in school life through the establishment of councils and committees.

How OLM staff instils a sense of pride and respect in the school community where all feel valued supported and cared for.

Practical tips for building a positive school culture and climate:

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class, around the school and during all school activities.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve students in the development of these messages.
- Catch students being good – notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school; this includes homophobic and racist language and language that is belittling of students with a disability or with Special Education Needs.
- Give constructive feedback to students when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach students about the appropriate use of social media.
- Positively encourage students to comply with the school rules on mobile phone and internet use.
- Actively involve parents and or the Parents' Council in awareness raising campaigns around social media and the use of mobile phone and internet use.
- Follow up and follow through with students who ignore the rules.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in student friendly language in the classroom and in common areas.
- All staff will actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground /school yard/outside supervision.
- School staff can get students to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - Hot times again tend to be times where there is less structured supervision such as when students are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.
- Encourage students to wear the required uniform with pride.

SCHOOL RULES:

Reflecting the core values of OLM our 3 behavioural expectations for positive behaviour in school are the 3 R’s:

Be **Ready**

Be **Respectful**

Be **Responsible**

Our positive behaviour matrix represents our school rules in three identified areas of our school – classroom, corridor, school yard and other school activities in the context of the **3 R’s**.

Expectations	Classroom	Corridor	Schoolyard
Be Ready	<ul style="list-style-type: none"> • Be on time • Have all materials for class • Journal on desk • Books out • Follow seating plan • Have homework done • Be in full uniform 	<ul style="list-style-type: none"> • Voice volume • Walk directly to your next class • Line up quietly outside classroom • Use lockers at agreed times 	<ul style="list-style-type: none"> • Go directly to the yard at break-time • Stay with your year group • Use the toilet at break-times • Go directly to class when the bell rings
Be Respectful	<ul style="list-style-type: none"> • The Four Golden Rules: Listen, hands up, wait and use one voice • Follow instructions • Voice volume • Allow others to learn • Be polite 	<ul style="list-style-type: none"> • Follow all staff requests • Voice volume • Walk on the right • Leave room for others to pass • Respect others personal space 	<ul style="list-style-type: none"> • Follow all staff requests • Be friendly and kind to all • Respect everyone’s safety • Respect the environment
Be Responsible	<ul style="list-style-type: none"> • Be on time and in school every day • Follow class rules • Complete all assigned work • Try first and then ask for help if you need it • Work/study hard • Write homework in journal • Do your best always • Look after your property. 	<ul style="list-style-type: none"> • Voice volume • Keep hands, feet and bags / equipment to yourself • Consider the safety of others • Look out – speak up – tell someone! • Follow corridor rules 	<ul style="list-style-type: none"> • Look out – speak up – tell someone! • Be green • Bin your litter • Keep everyone safe and follow yard rules • Re-enter the building calmly and respectfully

The matrix applies to other school activities as appropriate

SCHOOL RULES THAT INFORM OUR CODE OF BEHAVIOUR

UNIFORM

All students are required to wear the school uniform. Boys are required to wear navy trousers and girls wear navy skirt or trousers. Both wear navy v neck jumpers with school crest, blue shirt, navy tie, plain black shoes, or runners. The Crested School Jacket, Plain Navy or Black jackets are accepted. Jewellery is limited to one ring and one pair of stud earrings. Physical Education is a subject taken by all students. Students wear their PE gear for the duration of their PE Day. Students participating in PE classes must wear a plain black or navy t-shirt, a plain navy or black tracksuit with school crest, leggings that are appropriate, and runners or sports shoes.

Students who are not dressed in appropriate school or PE uniform will be sent home to change following contact being made with parents/guardians.

A student who is unable to participating in PE classes must provide a written medical explanation signed by his/her doctor to his/her class teacher or year head.

BOOKS & EQUIPMENT

The school requires each student to have a school journal and all books and equipment necessary for each subject. The student must keep them in good condition.

SCHOOL JOURNAL

Every student carries a school journal throughout the school day. The school journal is a most important means of communication between the home and the school. The school expects the parents to examine the school journal daily and sign weekly. The school expects each student to keep a neat and accurate record of the following in his/her school journal:

- Name & Address
- Phone numbers for parent and an emergency contact number
- Student Learning Contract and Parent Learning Contract signed by parent and student.
- Class timetable
- The homework given in each class.
- Notes between teachers and parents
- Absentee/Leave early notes, etc.

ATTENDANCE

Good attendance is the key to a student's success in school. There are 4 classes on a Wednesday, and 6 on every other day. Students in Transition Year attend work experience every Tuesday, LCA 1 students attend work experience every Wednesday and LCA 2 students attend work experience every Thursday. A student who attends school regularly will do better and be happier at school.

- Parents must ensure that their son/daughter attends school every day and punctually.
- Students should not be absent from school except in special circumstance: e.g., illness or bereavement.
- A student who is absent from school must provide a written explanation in the back of the school journal signed by a parent to his/her class teacher on returning to school.
- Under the Education (Welfare) Act 2000, the school is obliged to report any student who has been absent for more than 20 days in the school year to TUSLA.
- The school year is 166 days. Please arrange family holidays during school holiday time.
- Students who need to leave school during school hours must get permission from the Class Teacher/Year Head/Principal or Deputy Principal. If a student has a pre-arranged appointment, they should present a note in the back of the journal to the class teacher at registration time.

PUNCTUALITY

The school day begins at 8.32 each morning, Monday to Friday. Each student must arrive back by 1.20 each afternoon. Wednesday is a half-day.

- Students who arrive late to school are required to report to the school office immediately where a member of the administration staff will record their arrival on Tyro and send a text to parents.
- Students should gather necessary books and equipment from lockers for classes before 8.30am, and during the lunchtime break.

- Students who change classrooms should proceed directly and quietly without delay from one classroom to another following the one-way system.
- Students must arrive on time for each class during the day. Arriving late will be recorded on Tyro and subject teachers will issue consequences as per the Code of Behaviour.
- Students who accumulate three lates in one week will be required to complete a lunchtime reflection the following week. If a student fails to complete the lunchtime reflection, they will be in breach of the Code of Behaviour, Level 4 and will incur a one-day suspension.
- Should a student continue to fail to complete lunchtime reflections, a meeting will be required between the year head, the student and the parent.

CLASS WORK & HOMEWORK

The school expects each student to:

- Line up quietly and in an orderly fashion outside classroom.
- File into classroom quietly and in an orderly fashion.
- Co-operate fully with all teachers and school personnel both in school and on school outings.
- Behave well in class, using the 4 classroom Golden Rules.
- Sit at the desk selected for him/her by the teacher.
- Work to the best of his/her ability, listen attentively and carefully to the teacher, and participate in class.
- Keep his/her copybooks in good condition.
- Complete his/her written exercises neatly.
- Complete all his/her homework on schedule to the best of his/her ability.
- Make every effort to complete the class work and homework that he/she missed during any absence from school.

GOLDEN RULES



PERSONAL PROPERTY

- **Lockers:**
 - Lockers are available to rent from the school at a cost of €10 per term or €30 per year.
 - Students should use the lockers to store books and school equipment.
 - Students should use lockers before and after school or at lunchtime only.
 - Students are responsible for their own locker key and are required to have it every day.
- **Phones & Electronic Devices:**
 - The use of mobile/smart phones and all other electronic devices (except when authorised by teachers in a controlled environment such as using laptops or Chromebook, or where a student has reasonable accommodation for use of a digital device) is strictly forbidden.
 - Students caught with any device will be sent home immediately for the remainder of the day.
 - There are no exceptions to this rule and there is no discussion to be had. If a parent wants to contact a student for any reason, they must use the correct channels of communication, i.e. through the school office.
 - The school office is open 08.30-12.50 and 13.30-15.30 every day except Wednesday when the office closes at 12.50.

HEALTH & SAFETY

The school works to make sure that every student is safe and understands classroom procedures fully. These procedures are based on common sense and are outlined to students at the beginning of the school year. Practical subjects of their nature have special regulations and procedures. Rules are drawn up in consultation with students, are clarified regularly and are on display in the rooms.

The school requires the student to be familiar with procedures for the evacuation of the school buildings in the event of fire. All students will practice a fire drill at least once in the first term of the school year to ensure that they are familiar with fire drill procedures. They should know the location of fire extinguishers and the location of fire exits and assembly points. They must co-operate with staff during fire drills.

Students should be aware of the dangers of throwing or swinging any sort of object: compasses, pencils, schoolbags, etc.

Students are required to use the one-way system while moving around the school; this ensures safe, easy movement throughout the building.

The Board of Management has a duty of care to take all reasonable steps to keep students, staff, and members of the wider school community safe at school. The Board draws staff parents, and students' attention to its statement on a Nut Safe and Allergy Awareness. We ask that all staff, students, and parents adopt a common-sense approach to keeping nuts and food containing nut products out of our school community insofar as is possible. This is hugely important as it could save someone's life.

The school has been awarded an Active Flag and the school community is expected to partake in Active Week on a yearly basis.

Our school has been awarded a Green Flag. Our Green School policy promotes and encourages all students to participate in helping to keep our school tidy and litter free and to recycle as much waste as possible.

ANTI-BULLYING POLICY

The school wants to ensure that everybody, particularly the students in the school, can live, work and play in an environment that is totally free from bullying. The community in OLM enforces a strict anti-bullying policy. This policy follows the Anti-Bullying Guidelines of the Department of Education.

DISCIPLINE

The school encourages positive behaviour in students and has several incentives in place to support this goal.

A) Positive Recognition/Incentives

Verbal Praise Oral Feedback Good note in journal Merit Certificates Leadership Opportunities	Incentive Charts (Group and individual) Good news postcards School newsletter Wellbeing days Assemblies Termly awards	School Social Media Platforms Student of the Week/Month End of Year Awards Assessment Reports (Christmas & Summer) Feedback at Parent Teacher Meetings
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B) Leadership Opportunities:

We believe that leadership development is very important for our young people and for this reason the school nominates and elects' students annually to support our younger students.

- *The Green Schools' Committee* is an important part of our community and helps us to ensure that we stick to our annual plan and targets. This includes energy saving and recycling.
- *The Student Council* is elected each year from students in each year group. It sets targets for what it wants to achieve in school improvement and is a vital link between the teachers, Principal and Deputy Principal of OLM as well as the Board of Management.
- *The Sports Council* is elected each year. It plays an important role in our sports community in OLM,

helping out and taking leadership roles in many of our extracurricular activities.

- *Prefects* act as positive role models within the school and they receive training to help in this important role. They are encouraged to report incidents of concern for example, minor damage to school property, bullying or isolation. The prefects act as friendly and caring mentors for younger students.
- *Peer Mentors* deliver a Jigsaw Peer Education programme. This is a programme where senior students are trained to deliver a 40-minute presentation called 'It's Time to Start Talking' to junior students. The presentation builds awareness of youth mental health, explores what kind of things help and hurt our mental health, and emphasizes the importance of seeking help when feeling down, worried or stressed.
- *Student Wellbeing Committee*: Students from all year groups can become members. It focuses on all areas of student wellbeing such as positive mental health, gender, sexuality and equality. It acts as a social space to interact with peers and as a positive meeting space for LGBTI+ students.
- *JPII and Ember Programme*: Students from TY to 6th Year engage with the RE Department to complete the John Paul II award (TY) and possible progress to the Ember Programme in 5th Year. These groups of students represent our Catholic ethos and are hugely important in the organisation of our liturgical calendar. They also engage in many community works, including preparation of primary school students for the holy sacraments. They act as mentors to younger students in our school community and are very active in promoting the Mercy ethos of our school through their invaluable work. *Prefects* are appointed at senior level to act as positive role models within the school by supporting the younger students and upholding the school ethos and rules.
- *CEIST Leadership Conference* for students of CEIST (Catholic Education an Irish Schools Trust) schools is held annually. It gives students the opportunity to partake in training around leadership and to display their school leadership initiatives to other CEIST schools.

C) Parental Support for the Code of Behaviour

The school encourages parents to support their children by taking an active interest in their progress. The school invites parents who want to discuss their children's education to contact the relevant Class Teacher or Year Head. Conversely, Class Teachers and Year Heads may need to meet with parents. Meetings must be arranged in advance through the main office.

The school will use one or more of the following ways to communicate with the parents:

1. The student's School Journal
2. Letters
3. Telephone Calls
4. Text Messages
5. Messages via the Tyro app.
6. Parent-Teacher Meetings
7. Meetings by appointment
8. HSCL Support for Parents

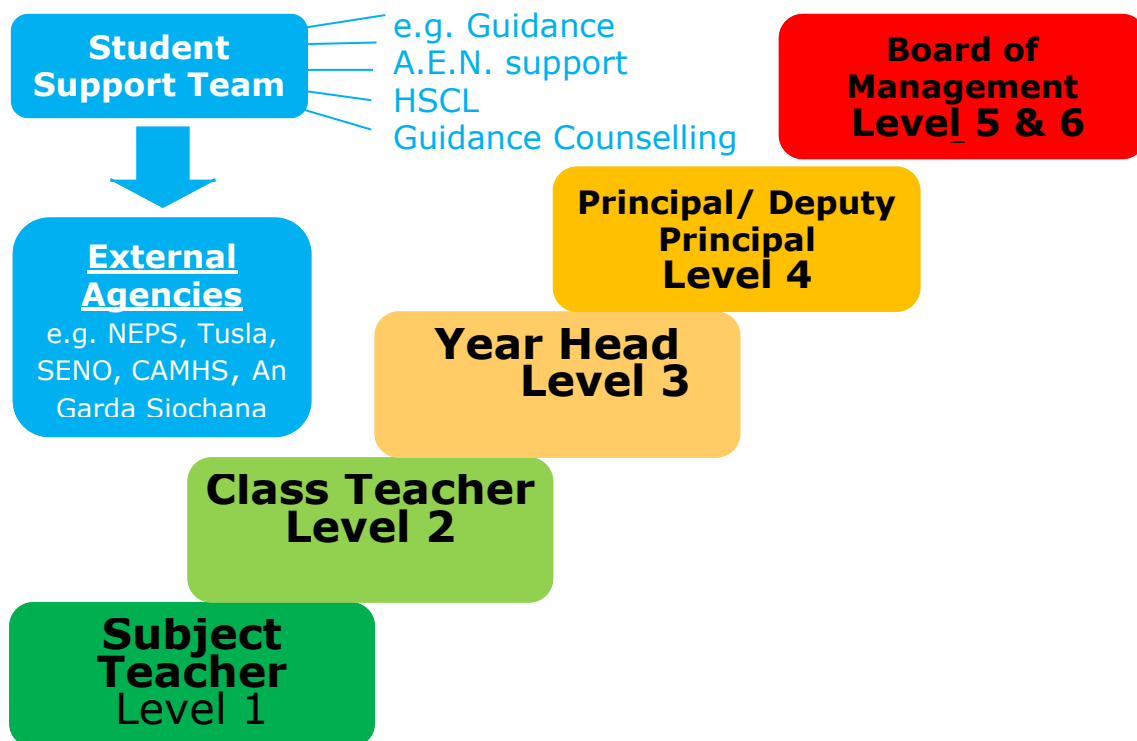
Parents are required to sign the Code of Behaviour when they register their son/daughter in OLM to indicate that they support the Code and that they expect their son/daughter to abide by it. They are further expected to sign the Student Learning Contract and the Parent Learning Contract in the student journal.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

Our Lady of Mercy, Drimnagh adopts a problem-solving approach when dealing with inappropriate behaviour and has many supports and interventions in place to support the needs of the student. These include support from Subject Teachers, Class Teachers, Year Heads, Home School Community Liaison, School Completion, School management as well as the school Guidance Counsellor. In addition to this, the school also accesses supports from outside agencies to further support students where required. Please see appendix for list of in school supports and outside agency student supports. Sanctions are imposed as consequences to inappropriate behaviour and the use of a Ladder of Referral provides clarity and consistency of approach for all. Intervention may be needed to help a student with specific learning difficulties to learn about appropriate behaviour and skills, as in the case of any student. The school and classroom practices that support good learning behaviour are valid for all students, including those with identified additional educational needs.

REFERRAL PROCESS TO DEAL WITH INAPPROPRIATE BEHAVIOUR

Support Responses



Most students behave appropriately with the help of clear, consistent rules and routines. The subject teacher will deal with low to medium incidents of misbehaviour through classroom management strategies.

Sanctions are also a response to help students change behaviour. They are necessary to show disapproval of and to discourage unacceptable behaviour. Sanctions should be proportionate to the nature of seriousness of the behaviour. Certain factors will be considered such as:

- The frequency, duration and persistence of the behaviour.
- Whether it is part of an escalating pattern of poor behaviour.

The list of sanctions is listed as part of the Level process in the Code of Behaviour.

Some students need more active interventions and/or supports to help them manage their behaviour.

This may involve:

In school supports such as:	External Agency supports such as:
<ul style="list-style-type: none"> • Pastoral Care Team • Guidance counselling • AEN Support • JCSP Support • HSCL Support • SCP Support • SPHE Support • Restorative practise 	<ul style="list-style-type: none"> • Counselling Services • CAHMS (Lucena) • NEPS • Youth Services (John Bosco). • TUSLA • Pieta House • ARC • Jigsaw • Dublin South City Partnership • SENO • An Garda Síochána • CIALL • Local Partnership • Strengthening Families • NCSE • Alternative Learning Programmes

RESTORATIVE PRACTISE

Restorative practice is based primarily on a set of core values and the promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practice allows for building trust between and with people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. The development of each relationship is based on a set of core values. These values include respect, and being respectful of everyone, including towards people someone maybe doesn't always see eye to eye with or even like. It also provides a platform for dealing with conflict in a healthy manner when conflict occurs.

Through the development of empathy, and promoting understanding of perspective taking, people can learn to respect each other and where someone is coming from in terms of their own expression of thought and feelings. In our efforts to show empathy, as human beings we can harness the notion of fairness into our relationships, and therefore can also account for our own actions and hold others to account for theirs.

All teaching and SNA staff employ Restorative Practise in dealing with behaviour.

Restorative Questions to address behaviour.

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think need to happen next?

THE REFERRAL PROCESS

All teachers have responsibility for the implementation of the Code of Behaviour throughout the school. In the classroom teachers monitor student behaviour and deal with incidents of misbehaviour as per the code. Teachers work in partnership with other teachers to implement the code and to support one another. The referral process (Level 1-6) is our school system of implementing the Code of Behaviour and of supporting students to behave in a more appropriate way.

Level 1 – Subject Teacher

Behaviour Concerns	Interventions and Supports
<ul style="list-style-type: none"> • Not following the 3Rs • No Journal. • Disrupting Teaching & Learning – making noise and talking out of turn. • Eating, drinking or chewing gum. • Slagging each other. • Refusing to hand up journal. • Throwing objects. • Entering the classroom noisily. • Homework not done. • Not following instruction. • No equipment for class. • Not asking for help appropriately. • Graffiti. • Not staying on task • Arriving late to class regularly. • Offensive language. • Not organised for class. • Not listening to teachers’ instructions. • Disrespect and rudeness. • Persistent talking in class. • Not in uniform/PE uniform. • Possessing a mobile phone/electronic device. • Disruption on the corridor (messing, not following the one-way system). • <i>Bullying concern*</i> 	<ul style="list-style-type: none"> • Non-verbal warning. • Verbal warning. • Record name in teacher’s journal. • Quiet word after class. • Phone call/text home. • Penalty sheet. • Note in journal. • Teacher student discussion regarding appropriate behaviour in class. • Detained before, at lunchtime, or after school. • Note on Tyro. • Arrange meeting with Parent. • Referral to Guidance Counsellor for support. • Referral to AEN Department for support. • Report to Class Teacher (consistent disruption at Level 2). • Report to Year Head (Level 3 behaviour). • Removal of privileges (trips/extra-curricular activities). • Restorative practise. • Sent home to change (uniform/PE uniform). • Sent home for the day (mobile phone/electronic device). <p><i>* Report of Concern form to Year Head</i></p> <p style="text-align: center;">ALL INTERVENTIONS/SANCTIONS NEED TO BE NOTED ON TYRO BY THE SUBJECT TEACHER</p>

Level 2 – Class Teacher

Persistent Behaviour	Supports and Interventions
<ul style="list-style-type: none"> • Not following the 3Rs • Disrupting teaching and learning • Late for registration • Failure to produce notes for absence. • Loss of journal • Persistent slagging • Consistently no equipment for class • Not getting report sheet signed • Homework not done consistently. • Consistently talking out of turn • Eating, drinking and chewing gum • Offensive language • Vandalising books, equipment, or property • Not in uniform/PE uniform. • Possessing a mobile phone/electronic device. • Disruption on the corridor (messing, not following the one-way system). • <i>Bullying concern*</i> 	<ul style="list-style-type: none"> • Class Teacher supports student and subject teacher. • Phone call or text home • Arrange meeting with parent. • Discussion with student about expected behaviour. • Put student on report. • Monitor report card. • Discussion at class teacher/year head meeting • Note in journal. • Detained before, at lunchtime, or after school. • Reports to Year Head • Referral to Guidance Counsellor • Referral to AEN Department • Following through on plan with student • Update student file re: absences and notes. • Removal of privileges (trips/extra-curricular activities). • Restorative practise. • Sent home to change (uniform/PE uniform). • Sent home for the day (mobile phone/electronic device). <p><i>* Report of Concern form to Year Head</i></p> <p style="text-align: center;">ALL INTERVENTIONS/SANCTIONS NEED TO BE NOTED ON TYRO BY THE CLASS TEACHER</p>

Level 3 – Year Head

Behaviour Concerns – ongoing/repeated and persistent	Interventions and supports
<ul style="list-style-type: none"> • Not following the 3Rs • <i>Bullying concern*</i> • <i>Investigate bullying**</i> • Persistent or severe verbal abuse • Lack of respect – lack of respect to other student or family members • Lack of care or guidance to other students • Peer pressure • Fighting verbal or physical (Year Head intervenes but L4) • Throwing objects • Incitement of violence • Malicious damage of school staff or students’ property • Offensive language toward staff • Refusal to hand up journal. • Mitching class • Forging signature in journal or notes • Not in uniform/PE uniform. • Possessing a mobile phone/electronic device. • Disruption on the corridor (messing, not following the one-way system). 	<p><i>* Report of Concern form to Year Head</i> <i>** Use correct forms</i></p> <ul style="list-style-type: none"> • Year Head supports student and teachers. • Consult with class/subject teachers/ Guidance Counsellor/AEN Department • Refer student and staff concerns regarding a student to the Pastoral Care Team • Contact parent by phone and text. • Meet with parent. • Update student file • Student on report • Monitor report cards. • Attend class teacher meeting. • Note in journal. • Detained before, at lunchtime or after school. • Year Head discussion with student regarding expected behaviour • Consult with Principal/Deputy Principal where suspension is warranted (L4), there is consistent indiscipline (L5) or serious incident (L6). • Part of Discipline committee • Removal of privileges (trips/extra-curricular activities). • Restorative practise. • Sent home to change (uniform/PE uniform). • Sent home for the day (mobile phone/electronic device). <p style="text-align: center;">ALL INTERVENTIONS/SANCTIONS NEED TO BE NOTED ON TYRO BY THE YEAR HEAD</p>

Level 4 – Deputy Principal/Principal

Behaviour Concerns	Interventions and supports
<ul style="list-style-type: none"> • Not following the 3Rs • <i>Bullying concern*</i> • Confirmed Bullying (Year Head report) • Serious verbal abuse of staff • Serious and aggressively threatening behaviour • Fighting verbal or physical (Year Head recommendation). • Physical assault of staff (L6). • Smoking on school premises. • Throwing objects at staff members/students. • Theft • Use/Possession /being under the influence of alcohol or other substances in school or during school activities (L6). • Recording teachers or other students without permission (possible L6). • Failure to attend lunchtime reflection. • Not in uniform/PE uniform. • Possessing a mobile phone/electronic device. • Disruption on the corridor (messing, not following the one-way system). 	<p><i>* Report of Concern form to Year Head</i></p> <ul style="list-style-type: none"> • Liaising and consulting with all Pastoral Care members to encourage and support good behaviour in school. • Meet with parents (L5 only). • Be involved in investigating serious breaches of the Code of Behaviour (recommendation from Year Head, L5 or L6 only). • Detained before, at lunchtime, or after school. • Removal of privileges (trips/extra-curricular activities). • Restorative practise. • Sent home to change (uniform/PE uniform). • Sent home for the day (mobile phone/electronic device). • Behaviour contracts (L5 only) • Suspension <ul style="list-style-type: none"> ▪ Following Year Head recommendation (max 3 days). ▪ Deputy Principal (max 3 days). ▪ Principal (max 5 days). ▪ Principal (administrative suspension pending Board meeting). • Referral to outside agencies. • Discipline committee (L5 only) • Liaise with Year Head re: BOM report for students (L6 only). <p style="text-align: center;">ALL INTERVENTIONS/SANCTIONS NEED TO BE NOTED ON TYRO BY THE PRINCIPAL/DEPUTY PRINCIPAL</p>

Level 5 - Discipline Committee Meeting with Student and Parent

The Discipline Committee consists of a Representative of the Board of Management, the Principal or Deputy Principal and the student's Year Head. The Discipline Committee meeting is the last formal stage of the in-school discipline process. Outcomes may be noted at Board of Management level.

Behaviour Concerns	Interventions and supports
<ul style="list-style-type: none">Persistence of any behaviour concernsFailure of the student and/or parent to take up supports on offer	<p>The Discipline Committee may propose any of the interventions or supports previously mentioned or may impose new ones in consultation with parents.</p> <p>ALL INTERVENTIONS/SANCTIONS NEED TO BE NOTED ON TYRO BY THE PRINCIPAL/DEPUTY PRINCIPAL</p>

Level 6 - Board of Management

Behaviour Concerns	Interventions and supports
<ul style="list-style-type: none">Serious incidentContinuous extreme behaviour difficultiesFailure of student to take up supports or interventions recommended by the school at L5.	<ul style="list-style-type: none">Invite parent to BOM meeting.Board decision:<ul style="list-style-type: none">Instruction to take up supports.Suspension greater than 5 daysExpulsion <p>ALL INTERVENTIONS/SANCTIONS NEED TO BE NOTED ON TYRO BY THE SECRETARY TO THE BOM</p>

DISCIPLINARY PROCEDURES EXPLAINED

1.0 LADDER OF REFERRAL

1.1 Subject Teacher:

- Responsible for classroom management in their lessons and supervision and substitution.
- Responsible for checking homework set and student journals to ensure homework has been noted.
- Responsible for taking the roll for each of the classes they are assigned and during S&S.
- Steps to follow for the non-cooperation of a student:
 - Verbal warning.
 - Note in the journal.
 - Consequential exercises (penalty sheets, extra work, behaviour reflection sheet and subject detention).
 - Phone call home to parents to discuss the issue.
 - Detention.
 - Arrange to meet with parents.
 - Report to Class Teacher or Year Head as appropriate under the Code of Behaviour.

ALL INTERVENTIONS/SANCTIONS NEED TO BE NOTED ON TYRO BY THE SUBJECT TEACHER

1.2 Class Teacher:

- Responsible for daily contact with students during Pastoral Care and develops awareness for the individual needs of each student.
- Member of the check and connect team on wellbeing days.
- Monitors class progress and liaises with the subject teachers.
- Weekly check and signature of the student journals.
- Communicate with parents.
- Checks school reports are completed and includes tutor comments. Liaises with Examinations Coordinator.
- Liaises with Year Heads.

- Monitors attendance:
 1. Takes daily roll during Pastoral Care.
 2. Liaises with attendance officer re: student lates.
 3. If a student is absent for 3 days, contacts home via phone to discuss the issue.
 4. If a student is absent for 5 days, refers case to Year Head.
- Uniform:
 1. Checks uniform during pastoral care.
 2. Acknowledges and signs note should student have a note excusing the non-uniform.
 3. Liaises with Year Head with regard uniform issues.
- Behaviour:
 1. Speaks to student (s) upon receipt of report from subject teacher to resolve the issue and ensure the student accepts responsibility for his/her behaviour.
 2. Issues and checks report cards.
 3. Meets with parent to discuss persistent low-level behaviour to reach a resolution.
 4. Reports to Year Head as appropriate under the Code of Behaviour.

ALL INTERVENTIONS/SANCTIONS NEED TO BE NOTED ON TYRO BY THE CLASS TEACHER

1.3 Year Head:

- Responsible for pastoral, academic and social, emotional, and behavioural wellbeing of students in their group.
- Supports Class Teachers and Subject Teachers in their roles.
- Present during Pastoral Care to offer support and to replace a Class Teacher who is absent.
- Liaises with Class Teachers.
- Chairs Year Head and Class Teachers' meetings.
- Leads Year Assembly and agrees key message with Class Teachers and the Principal/Deputy Principal.
- Responsible for monitoring of uniform and if appropriate send the student home regarding same.
- Responsible for monitoring continuous student absence and/or punctuality and liaises with Attendance Coordinator, HSCL and SCP if problem persists after contacting home.
- Is a contact person in case of a student being caught with an electronic device.
- Deals with L3 behaviour concerns, speaks with teacher and student (s) concerned and issues appropriate sanctions.
- Liaises with Principal/Deputy Principal re: issues of ongoing behavioural difficulties and whether more severe sanctions should apply.
- Responsible for return from suspension meetings*
- Member of the Discipline Committee.
- Liaises with Principal if a student appears in front of the Board of Management.
- Liaises with HSCL Coordinator re: concerns and whether a home visit is warranted.
- Monitors and reviews progress of Year Group and ensures that reports for house, mock and TY sessions are completed.
- Members of the Middle Leadership and Management Team and Pastoral Care Team.

ALL INTERVENTIONS/SANCTIONS NEED TO BE NOTED ON TYRO BY THE YEAR HEAD

** Should the suspension be for a serious incident or for multiple incidences, the Principal/Deputy Principal will assume joint responsibility for return from suspension meetings.*

1.4 Principal/Deputy Principal:

- The Principal and Deputy control the internal organisation, management and discipline of the school, including the assignment of duties to members of the teaching and non-teaching staff.
- The Principal and Deputy Principal shall carry out functions as outlined in the Articles of

Management for Voluntary Secondary Schools and pursuant to the Education Act 1998.

- Liaise with Year Heads as to suspension policy.
- Liaise with HSCL Coordinator.
- Chair Pastoral Care Team Meetings.
- Is a contact person in case of a student being caught with an electronic device.
- Responsible for return from suspension meetings where the suspension was for a serious incident or for multiple incidences
- Members of the Discipline Committee.
- The Principal liaises with Year Heads in the event that a student appears in front of the Board of Management.

ALL INTERVENTIONS/SANCTIONS NEED TO BE NOTED ON TYRO BY THE PRINCIPAL/DEPUTY PRINCIPAL

2.0 STUDENT ON REPORT

- The Class Teacher or Year Head may place a student on report daily. The student **on report** is responsible for the following:
 - Must ask the teacher in each of the classes that he/she is attending during the day to write a note on the report sheet.
 - At the end of the school day, must present the report sheet to the Class Teacher or Year Head.
 - Must ensure that his/her parent signs the report sheet.
 - Must return the signed report to the Class Teacher or Year Head the next school day.
- Additional sanctions and supports may be applied to a student who continues to misbehave while **on report**.

3.0 PUNCTUALITY DETENTION

Our 'Be on Time' Strategy is designed to ensure that students are in school on time, so that minimum disruption is caused to teaching and learning.

- Students who accumulate three lates in one week will be required to complete a lunchtime reflection the following week. If a student fails to complete the lunchtime reflection, they will be in breach of the Code of Behaviour, Level 4 and will incur a one-day suspension.
- Should a student continue to fail to complete lunchtime reflections, a meeting will be required between the year head, the student, and the parent.

4.0 BEHAVIOURAL CONTRACT

- The Discipline Committee (L5) may require the student to sign a behavioural contract in which he/she agrees to behave himself/herself properly in school.
- The contract must be witnessed and signed by the parent and the Principal/Deputy Principal.

5.0 DISCIPLINE COMMITTEE

- The Discipline Committee is an intervention by the school in the case of a student who is consistently breaching the Code of Behaviour and is in danger of being invited to meet with the Board of Management to discuss his/her future. **
- The Discipline Committee consists of a Representative of the Board of Management, the Principal or Deputy Principal and the student's Year Head.
- The Discipline Committee will invite the student and their parents to meet with them in the school to discuss the student's behaviour.
- The Year Head will present a report to the Discipline Committee.
- The Discipline Committee has a number of options available to it:
 - The student may be placed on report (section 2.0 above).
 - The student may be required to sign a behavioural contract (section 4.0 above).
 - The student may be required to engage with in-school or external services to engage with the behavioural problems.
 - The student may be suspended for a maximum of 5 school days.
 - The student and his/her parents may be required to attend a full Board of Management meeting.

*** If the school believes that the student has breached Level 6 on the Code of Behaviour, it may refer a student directly to the Board of Management (The Referral Process, Level 6).*

6.0 SUSPENSION POLICY AND PROCEDURES

6.1 Suspension from school:

- The Principal (Deputy Principal in Principal's absence) may suspend a student from school for persistent or extreme unacceptable behaviour (L4-L6).
- The decision to suspend a pupil will be informed by a full investigation of the case in accordance with the principles of natural justice.
- In each case, the school will contact the student's parent immediately*.
- The Principal (Deputy Principal in Principal's absence) will place an explanatory letter in an addressed envelope and post to the student's parent.
- The Year Head will place a copy of the explanatory letter in the student's file.
- The Principal will ensure that the Board of Management is informed of the suspension.
- If the student is suspended for a period of 6 days or more by the Board of Management, the Principal will inform the Education Welfare Officer.
- If the student is suspended for a cumulative total of 20 days or more in one school year, the Principal will inform the Education Welfare Officer.
- The student will be recorded as "SUS" on the Tyro system.

** If the school cannot contact the parent directly, the student will be sent home at the end of the school day with a letter requesting the parent to contact the school immediately for an appointment.*

6.2 Return from Suspension:

- After meeting parents, the school will terminate the student's period of suspension.
- The student will return on a one-day report (section 2.0 above).
- The student may be required to sign a behavioural contract (section 4.0 above).
- Should a student be suspended for behaviour involving a member of the school staff, a restorative meeting should form part of the reintegration process.

6.3 Appeals against suspension from school:

- Appeals against suspension of 1-5 days may be made to the Board of Management.
- Appeals against a suspension of a cumulative period of 20 days or more may be made to the Secretary General of the Department of Education and Skills. This must be done in writing within 42 days of notification of suspension.

7.0 EXPULSION POLICY AND PROCEDURES

- Expulsion is the ultimate sanction imposed by Board of Management.
- The decision of the Board will be informed by a full investigation of the case in accordance with the principles of natural justice.
- The student and his/her parents will be invited to attend a Board of Management meeting to discuss the case. All documentation relating to the case must be delivered to the parents 3 school days prior to the Board of Management meeting.
- The Principal will present a report to the Board of Management.
- The Board of Management may decide to expel a student for one or more of the following:
 1. The student's continued presence in the school constitutes the rights of others being denied.
 2. The student's behaviour is a cause of significant disruption to the learning of others and to the teaching process.
 3. The student's continued presence in the school constitutes a real and significant threat to safety.
- There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:
 - A serious threat of violence against another student or member of staff.
 - Actual violence or physical assault.
 - Supplying illegal drugs to other students in the school.
 - Sexual assault.
- Steps to be followed in the case of an expulsion:
 1. Intention to expel letter sent to the parents and TUSLA (Educational Welfare Officer) notified through official form.

2. Staff informed by official email of Board of Management's intention to expel.
3. Principal will meet with EWO, who will invite parent to attend a Section 24 meeting.
4. Confirmation of Expulsion letter accompanied by the Section 29 Appeals Form sent to parents after 20 school days have passed.
5. Staff informed by official email of Confirmation of Expulsion.

Appeals against expulsion from school:

- Appeals may be made to the Secretary General of the Department of Education and Science within 42 days of confirmation of expulsion.

8.0 RESTITUTION FOR DAMAGE TO PROPERTY

- The school will require the student and/or their parents to pay the cost of repairing or replacing property that he/she has damaged.

9.0 ACCESS TO STUDENTS' FILES

Each Year Head will maintain files on his/her students in a secure cabinet in his/her room or office. The files are confidential. The Principal, Deputy Principal, Year Heads and Class Teachers will have access to the files. Each Year Head will regulate access to his/her files in line with the school's GDPR Policy.

Each file will contain:

- Detailed and unambiguous written records of all communications between teacher and student, and school and parent.
- Reports on Conduct.
- Record of Sanctions.
- Record of supports offered to and taken up by the student.
- Record of attendance and punctuality.
- Reports on progress.
- Results of termly/AEN/CAT4 assessments and State Examinations.
- List of achievements and awards, etc.

List of school documents and policies that support the Code of Behaviour:

- Acceptable Use Policy.
- Additional Education Needs Policy.
- Admissions Policy.
- Anti-bullying Policy.
- Attendance Strategy.
- Book Rental Scheme Policy.
- Child Protection Procedures.
- Child Safeguarding Statement and Risk Assessment.
- Fundraising Policy.
- GDPR Policy.
- Guidance Plan.
- Health & Safety Policy Statement.
- Junior Schoolbooks Scheme Policy.
- OLM Distance Learning Policy.
- RSE/SPHE Policy.
- HSCL Policy.
- School statement on the abuse of staff.
- School statement on the inappropriate use of social media.
- School statement on the use of Electronic Equipment.
- School statement on the use of drugs.
- School Tour policy.
- School Uniform in OLM.
- Staff Dignity at Work/Harassment and Sexual Harassment Policies.

This policy was adopted by the Board of Management on 12th June 2024.

Signed:



Chairperson of Board of Management

Date: 12th June 2024

Signed:



Principal/Secretary to the Board of Management

Date: 12th June 2024