



St Gerald's DLS College Code of Behaviour

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1.0: Introduction by the Board of Management

This policy was devised in consultation with all the teaching staff, Parent Association and Student Council in our school. It was submitted to the Board of Management. It is being reviewed as part of the School Development Planning Process.

In devising this policy, we have given great consideration to the democratic and child centred principles of this school. The establishment of a sound learning environment at school and classroom level is critical to effective learning and teaching.

2.0: School Ethos

“St Gerald’s College, is a Lasallian Centre and the mission of the school is to give a human and Christian education to the young, with special concern for the disadvantaged”.

3.0: Legislative and International Conventions Contextual Considerations

To comply with the following legislation and international conventions:

- The Constitution of Ireland
 - The rights of parents and of the child in the matter of education as set out in Articles 42 and 44.2.4. of the Constitution of Ireland
 - The requirement for fair procedures derives from Articles 40.3 and 42.4 of the Constitution of Ireland.
- The right to education and the right to fair procedures (Art 6.1) are provided for in the ECHR which was transposed into Irish law in the European Convention on Human Rights Act (2003)
- The UN Convention on the Rights of the Child (1989) ratified by Ireland in 1992, provides that the State shall ensure that school discipline is administered in a manner consistent with the dignity of the child
 - This Convention requires that the voice of the child must be heard on matters that affect them, having regard to the age and maturity of the child.
- Under the Education Act 1998 key provisions relevant to the code of behaviour provide for:



- access to records (section 9(g))
- publication of policies (section 15(2))
- the responsibilities of the Board of Management (sections 14–21)
- the Principal’s responsibility for setting objectives (sections 22 & 23)
- information for students and Student Councils and student involvement (section 27)
- provision for appeals (section 29)
- Education (Miscellaneous Provisions) Act 2007. This Act amends the provisions of section 29 of the Education Act 1998
 - It provides for a range of factors which must be considered by an Appeals Committee in relation to suspensions and expulsions.
 - It also makes a number of procedural changes to the section 29 appeals process in relation to time limits and the circumstances in which an appeal can be made.
- The provisions of the Education (Welfare) Act 2000 most relevant to the code of behaviour are the following:
 - general duties of NEWB towards schools (sections 10 & 11)
 - provisions relating to notification by parents of reasons for a
 - student’s non-attendance at school (section 18)
 - provisions for school codes of behaviour (section 23)
 - provisions relating to expulsion of a student (section 24)
 - provisions relating to appeals (section 26)
- The Equal Status Acts 2000 to 2004 apply to primary and post-primary schools. The Acts promote equality of opportunity and prohibit discrimination, harassment and sexual harassment on these nine grounds:
 - gender
 - marital status
 - family status
 - sexual orientation
 - religion
 - age



- disability
- race
- membership of the Traveller Community.
- They require reasonable accommodation for people with disabilities and allow a broad range of positive action measures. These Acts also prohibit victimisation of any person who makes a complaint about discrimination, who opposes any acts that are unlawful under the equal status legislation, or who gives evidence in proceedings under the Equal Status Acts 2000 to 2004, or who gives notice that they intend to do any of these.
- Ombudsman for Children Act 2002
 - The Ombudsman for Children is empowered to investigate any action taken by, or on behalf of, a school in connection with its functions under section 9 of the Education Act 1998, where the school's own complaints procedure has been exhausted.
- Education of Persons with Special Needs Act 2004 (EPSEN Act)
 - The EPSEN Act 2004 provides for the provision of education plans for students with special educational needs (SEN). Under the Act, children with SEN will be educated "in an inclusive environment with children who do not have SEN", unless this should be inconsistent either with the best interest of the child, or with the effective provision for the other children.
- Disability Act 2005
 - The Disability Act 2005 establishes a basis for an independent assessment of individual needs, including education needs, a related service statement and independent redress and enforcement for persons with disabilities. From 1st June 2007 the provisions of the Act are in place for children up to the age of 5 years and will apply to older children at a future date.
- Non-Fatal Offences against the Person Act 1997
 - The Non-Fatal Offences against the Person Act removes the legal immunity of teachers from criminal liability in respect of physical chastisement of students (section 24).
 - Section 15 of the Act forbids false imprisonment. The Act also forbids threats,



intimidation, assault and the use of force and also sets out specific circumstances under which the use of force may not be unlawful (section 18).

- Health and Safety legislation
 - The legislation requires Boards of Management, as employers, to provide in as far as reasonably practicable, a safe place of work for employees. The Boards of Management is also required to ensure, as far as reasonably practicable, that students, parents and visitors, who may be on the school premises, are not exposed to risks to their health and safety.
 - The legislation further requires the Boards of Management to conduct their business, as far as reasonably practicable, in ways that prevent improper conduct or behaviour likely to put the safety, health or welfare at work of employees, or the health and safety of students, parents or visitors, at risk.
- Data Protection legislation
 - Schools that record, maintain and/or store personal data are required by the Data Protection Acts 1998 & 2003 to protect the privacy rights of individuals. Section 2 of the Act requires that any data schools process is:
 - obtained and processed fairly
 - accurate and kept up to date
 - kept for a specified and lawful purpose
 - used or disclosed in a manner consistent with the purpose
 - adequate, relevant and not excessive
 - not kept longer than is necessary
 - kept secure.
 - The Act also requires that an individual be given a copy of the records upon request (section 3)
- Age of Majority Act, 1985
 - This Act provides that a person aged eighteen or over is an adult and has capacity to enter contracts and make decisions, which affect the adult's legal and other rights. The Education Act 1998 and the Education (Welfare) Act 2000 reflect these provisions.



4.0: Roles and Responsibilities

4.1: The Patron

Under the provisions of the Education Act 1998, each school has a Patron who carries out certain functions specified in the Act. The Board of Management manages the school on behalf of the Patron and for the benefit of the students and their parents. The Board must:

- uphold the characteristic spirit of the school and be accountable to the Patron in this respect
- consult with and keep the Patron informed of decisions and proposals
- publish its policies on admissions, participation, suspension and expulsion in a manner that has been agreed with the Patron (section 15(d), Education Act 1998)
- In order to comply with these provisions, the Board of Management should submit the code of behaviour to the Patron for approval.

4.2: The Board of Management

The overall responsibility for ensuring that a code of behaviour is prepared in the school rests with the Board of Management. Each school has its unique identity, ethos, values and culture.

- The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies.
- The Board should play an active role in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities.
- The Board should make sure it consults with the school community have the opportunity to be involved in work on the code of behaviour.
- The Board of Management should formally record the adoption of the code of behaviour, the commencement date and decisions about when the code will be reviewed.

4.3: The Principal

Leading the audit and review of the code of behaviour, and ensuring that it is implemented in the school, are important leadership tasks. It is the responsibility of the Principal, under the direction of the Board, to lead the work on the code of behaviour.



4.4: Teachers and other staff members

Teachers and other staff members can play important roles in the work in the review and updating of the code. They bring to this work their professional expertise in understanding the links between behaviour and learning; their experience of what works to help students to behave well; and their knowledge of the school and of the school community.

4.5: Parents

The code of behaviour will be more likely to work well where parents have meaningful ways of contributing to the development or review of the code. Their involvement will draw on their expectations, insights and experience. It will help to underline their responsibilities for their children's behaviour. Joint work between parents and staff in the development of the code of behaviour can:

- give parents insight into what teachers need in order to be able to teach effectively
- equip parents to reinforce at home the messages about learning and behaviour that are conducive to a happy school
- help parents to have a strong sense of pride in the school and ownership of its work
- help to ensure that parents give consistent messages to students about how to treat others.

4.6: Students

Students are more likely to support a code of behaviour when they have helped to develop it. Relationships of trust between teachers and students can grow stronger through the process. Through their involvement, students can:

- hear directly from teachers about what is needed for teaching and learning
- experience being part of a collective effort to make sure the school is a good place to teach and learn
- learn about taking personal responsibility for their behaviour and for each other's wellbeing and the wellbeing of the teachers
- learn essential skills of listening, negotiating and managing differences
- have their experience, insights and expectations recognised and used.



5.0: Principles underpinning an effective code of behaviour

There are some basic principles that underpin an effective code of behaviour. When the code takes account of and is in keeping with these principles, it is likely to be successful in achieving its goals.

These goals include:

- creating a climate that encourages and reinforces good behaviour
- creating a positive and safe environment for teaching and learning
- encouraging students to take personal responsibility for their learning and their behaviour
- helping young people to mature into responsible participating citizens
- building positive relationships of mutual respect and mutual support among students, staff and parents
- ensuring that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.

5.1: Providing clarity

- This code of behaviour describes the school's expectations about how each member of the school community (students, staff and parents) will help to make the school a good place for teaching and learning.
- This code also describes how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school.
- An effective code makes clear that an orderly, harmonious school requires students to behave in accordance with this code.

5.2: Affirming that everyone's behaviour matters

- The school climate and atmosphere are created by the actions and behaviour of everyone in the school.
- The behaviour of the adults in a child's life, including parents and teachers, is a significant influence on how a child acts



5.3: Focusing on promoting good behaviour

- This code gives priority to promoting good behaviour. The tone and good behaviour emphasis of the code should be on setting high expectations and affirming good behaviour.

5.4: Balancing needs

- This code makes clear that the educational needs of a student whose behaviour is unacceptable will be balanced with the educational needs of other students in the school.

5.5: Recognising that relationships are crucial

- The quality of relationships is important between teachers and students and is a powerful influence on behaviour in a school. This school code fosters relationships of trust between students and teachers. Adults have more responsibility than students for building these relationships.

5.6: Focusing on Personal Responsibility

- This code helps young people to experience the value of being responsible, participating members of the school community.

5.7: Ensuring fairness and equality

- This code is underpinned by the principle of fairness. It respects the principles of natural justice, and ensures a consistent approach to behaviour on the part of all school personnel.

5.8: Promoting equality

- This code promotes equality for all members of the school community.
- This code prevents discrimination and allows for appropriate accommodation of difference, in accordance with Equal Status legislation.



5.9: Recongnising educational vulnerability

- This code of behaviour reflects the school's commitment to provide positive support, including active teaching of relevant skills, for those students who are more vulnerable to behaviour problems.

5.10: Attending to the welfare of students

- This code of behaviour is based on a commitment to the welfare of every student, including the right to participate in, and benefit from, education.

5.10: Attending to the welfare of teachers

- This code helps to promote a positive and safe working environment for all staff, including a positive and safe classroom environment for teachers.

5.11: Promoting safety and freedom from threat

- The code promotes the conditions for learning and teaching, dignity and freedom from threat of violence for both staff and students.

6.0: Rationale

A school cannot function without an appropriate code of behaviour. If all adhere to this code, we can look forward to working in relative peace, harmony and security. The following code is based upon the fundamental principle that St Gerald's is a Christian community where mutual respect, co-operation and natural justice are integral features and where pupils of other faiths are welcome. It has regard to the rights and responsibilities of all parties concerned in school life; management, teachers, students, parents and visitors. Our code is based on natural justice; hence we are always seen to be fair, impartial and unprejudiced in our dealings with each other.

7.0: SCHOOL RULES

Rules are not invented by teachers to torment pupils or to make life miserable. A little common sense will show that they are there to safeguard students' right to learn and



teachers' right to teach in a caring, safe and respectful environment.

Therefore we expect

1. That you come to school every day and arrive on time.
2. That you come to school in full uniform, clean and tidy.
3. That you have respect for people and for property and that you will report any accidental damage that you may cause.
4. That you do your best in class and at your homework.
5. That you come in properly prepared for your subjects.
6. That you act in a proper manner the school.

School rules must be obeyed whenever you are wearing the school uniform. Any misbehaviour by a student not specified in these rules, but which in the opinion of the Board of Management constitutes a serious offence, will be dealt with by detention, suspension or expulsion.

REMEMBER; respecting your teacher means following the teacher's instructions first time asked.

7.1: SCHOOL RULES EXPLAINED

7.1.1: *That you come to school every day and arrive on time.*

This means:

1. That you attend school every day unless it is absolutely unavoidable. Trunancy is regarded as being a particularly serious transgression of the rules;
2. That if you miss school you bring in a note in your Journal from your parent/guardian on your return to school;
3. That if you are unavoidably late, you bring in a note from your parent/guardian and sign in at the office before going to class;
4. That if you must leave school during the day (and includes first break), you must get permission from your Year Head and sign out at the office;
5. That you proceed to all classes without delay and arrive on time;
6. That you do not go to the toilets/lockers between classes without your teachers



permission;

7. That you behave yourself on the way to and from school.

Because:

1. Time missed is hard to make up;
2. The school is entitled to an explanation for your absences;
3. It is expected that a late arrival to school be explained out of courtesy;
4. Arriving late for class wastes your time, the teachers time and class time;
5. Going to the toilets/lockers between classes without permission delays the start of class.

The school has authority over you on your way to and from school. Pupils may not leave school premises without permission—this includes break time and lunchtime

Where possible, medical/dental appointments should be arranged outside school hours.

7.1.2: That you come to school in uniform, clean and tidy.

This means:

1. You wear the school uniform (including prescribed shoes and jacket) in school at all times except, possibly, during times at which you have P.E. gear as specified by the P.E. teacher;
2. All students should have a neat, tidy and natural looking hairstyle, suitable for school. Hair should have one natural colour—no stripes or multi-coloured styles;
3. Wearing jewellery is not allowed. No plasters allowed to cover up earrings and /or body piercing;
4. Hats and scarves are to remain in your school bag for the duration of the school day.
5. Smoking including e-cigarettes is forbidden anytime you are wearing the school uniform, when representing the school or when engaged in any school activity.

Because:

1. Students should wear their uniform with pride, be dressed suitably for school activities and be good ambassadors when representing the school in uniform;



2. Hair style/colour should be in keeping with a dress code for school;
3. Wearing jewellery is dangerous—it should be left at home;
4. Hats and scarves can be a distraction in class;
5. Smoking is unhealthy. Students should always be good ambassadors of their school

7.1.3: That you have respect for people and for property.

This means:

1. Being helpful and treating other students, all staff and visitors to the school with good manners and respect;
2. Respecting the instructions of your teachers;
3. Not picking on or bullying others;
4. That you don't push or shove your way around the corridors;
5. That you don't use offensive or abusive language;
6. That you use the litter bins in class and in the school grounds;
7. That you do not spit;
8. That you respect school property and the property of other people;
9. Reporting and accidental damage you may have caused;
10. Chewing gum is totally forbidden in the school buildings and grounds.

Because:

1. Like you, school staff and visitors are entitled to good manners and respect;
2. Teachers are entitled to your respect and co-operation;
3. Bullying causes fear, hurt and misery;
4. Pushing can lead to accident or injury;
5. Offensive or abusive language shows disrespect and can cause hurt;
6. Keeping the school environment pleasant and litter free is everyone's responsibility;
7. Spitting makes the school grounds unpleasant and may spread infections;
8. You would expect the same respect for your property;
9. The school authorities might have no other way of knowing if damage is caused to property or equipment;
10. Chewing gum destroys flooring, school furniture, tarmac etc. It is a possible health



hazard.

**A high standard of loyalty and personal behaviour is expected from the pupils of the school.*

** Politeness, courtesy and respect for all members of the school including staff and fellow-pupils are demanded at all times.*

**Picture/video phones or camcorders are allowed for use in the school or school grounds only with the permission of the principal. Phones are permitted in school only when they are required for essential communication with parents and this must be communicated to the Year Head in advance. Phones must be switched off and out of sight while the pupil is in the school building.*

**The school building, furniture and equipment are to be treated with the utmost care. Any pupil who damages school property will be required to make good the damage.*

**Racist remarks will not be tolerated.*

7.1.4: That you do you best in class and at your homework.

This means:

1. That you listen to your teachers;
2. That you don't disturb the class;
3. That you respect the right to education of the majority of students and it must not be subverted by a disruptive minority;
4. That you sit with four legs of your chair on the floor at all times;
5. That you do your homework each night, written and oral;
6. That you always have your journal with you and take down your homework in it;
7. That you get it signed by your parent/guardian each week;
8. That if you need to leave your classroom, you must get permission from the teacher who will then sign your journal, you must bring your journal with you;
9. That you help keep your class rooms tidy.

Because:

1. The teacher is trying to help you;



2. Disturbing the class is unfair to others who wish to learn;
3. All students have a right to participate in all their classes without interruption by a disruptive minority. The teacher should not have to spend valuable class time dealing with a disruptive minority. All students are entitled to an equal share of the teacher's time and attention. All students should feel free to contribute positively to their lessons without fear of bullying or interruption. Students who continually disrupt the education of the majority may be subject to serious disciplinary sanction including detention, suspension and removal from class;
4. It is dangerous to swing back on two legs of your chair;
5. Homework is a back-up to the work done in class;
6. Your journal helps you remember what you have to do;
7. Getting your journal signed lets parents see how you are getting on;
8. Getting your journal signed to leave a classroom helps keep a record of your time missed and lets other teachers know that you have permission to be out of class;
9. It is important to take the responsibility for tidying up after ourselves.

7.1.5: That you come in properly prepare for your subjects.

This means:

1. That you have the proper P.E. gear, pens, books, copies etc required for each class;
2. That you bring in any special materials/equipment needed class;
3. Items not required for class e.g. magazines, iPods, MP3 players etc will not be brought into the classroom;
4. All bags, books and homework journal be kept in good condition and free of graffiti;
5. That you will be responsible for the safe custody of your own property.

Because:

1. It only wastes time if you haven't got your pens, books etc;
2. It is impossible to do subjects without the materials/equipment needed;
3. Having items not needed for class causes distractions and wastes time and may be confiscated.
4. Graffiti can offend. Neatness helps students stay organised;



5. You are old enough now to look after your own property.

7.1.6: That you act in a proper manner around the school.

This means:

1. Walking in an orderly way between rooms, obeying the one way system;
2. You must line up outside the room for each class and wait quietly for your teacher;
3. You should avoid loitering in the toilets during the break times or any other times;
4. That eating and drinking is allowed within the school building only at specified times and areas;
5. Taking your break in the manner and area specified and obeying the instructions of the teacher on duty;
6. That you don't break, damage or deface school property;
7. That you must report to a teacher should you notice graffiti or damage to school property and especially if you notice graffiti on your own desk or chair;
8. That smoking or the possession of cigarettes, Rizla papers, matches, or lighters is forbidden on school property. The school strongly disapproves of students smoking while in school uniform when off the school premises;
9. That there is an absolute ban on knives, lasers and any offensive weapons;
10. That possession or use of alcohol, illegal substances or drugs paraphernalia on the school property or on school related activities will not be tolerated. Possession of illegal substances/drugs must be reported to the Gardai;
11. Students bringing bikes to school must ensure they are locked at all times. Riding of bikes in the school grounds is forbidden;
12. Students must park their cars outside of school grounds.

Because:

1. The one way system avoids confusion and accidents;
2. Lining up quietly is safer;
3. Loitering in toilets leads to congestion;
4. Specified times and places for eating/drinking helps to keep the school clean and pleasant;



5. Obeying break time rules and teachers instructions is safer and helps with supervision;
6. Others have to use school property and repairs/replacements are expensive;
7. Everyone is responsible for helping to keep the school environment pleasant;
8. Smoking on the school premises is prohibited by law, and besides, it is unhealthy and dangerous;
9. Knives, lasers etc are banned for very obvious reasons;
10. Substance abuse is dangerous, unhealthy, addictive and illegal. It can cause misery and in the longer term may even destroy a young persons life;
11. The school insurance policy does not cover theft of students property;
12. The school insurance policy does provide cover for students driving into the college grounds.

NOTE: Parents wishing to meet with a Teacher must make an appointment through the School Secretary.

7.1.7: RESPECT FOR ALL

In our school everybody is valued. Differences of any type do not make it acceptable to bully a person. Silence allows people to suffer so we speak out when we know we should. Our community in St Gerald's College have the right to be themselves and the responsibility to treat others, as they would like themselves to be treated.

8.0: DISCIPLINARY PROCEDURES

8.1: PREAMBLE

This code of behaviour has always run parallel with a system of care, which is intended, through the Year Heads/Year Heads and the school counsellor, to help students through their years in the school. However, from time to time it is necessary to invoke the school disciplinary code. In order to help parents and students understand how this is operated the following outline of the procedure is enclosed.

It is important to note that both formal detention and suspension are seen as indicating the schools strong displeasure at the actions of a student. They should be viewed as a



warning to the student and that such misbehaviour must cease or further sanctions, including expulsion can result.

8.2: INTRODUCTION

Minor breaches of discipline will usually be dealt with by teacher, but for major breaches and gross misbehaviour pupils will be referred to the Year Head, Year Head, the Deputy Principal and Principal respectively.

8.3: SECTION-MINOR BREACHES OF DISCIPLINE (dealt with by teachers)

8.3.1: *Minor breaches of discipline include*

1. Talking or disruption of class.
2. Failure to study or do homework properly or making progress, if capable.
3. Not having with him correct books or copies.
4. Arriving late for class.

8.3.2: *In dealing with any of the above the teacher may employ any of the following strategies*

1. Reprimand—during or after class.
2. Move disruptive pupil to some other location in the classroom.
3. Draw up a contract with a student.
4. Prescribe a limited amount of additional homework.
5. Check and sign homework notebook or put note in it for parents.

NOTE

If it becomes obvious that the student is continuing with his behaviour then the teacher will keep a detailed account of each incident on the VShare referral system.

If this record becomes significant the Year Head/Year Head will formally contact the parents. They will be informed in detail of the situation and their assistance sought in achieving more satisfactory behaviour. The complete record, including an account of the



communication with parents will be placed in the file.

Finally, if all these measures are exhausted and a satisfactory improvement has not been achieved, then the teacher will issue a referral and approach the Year Head with all relevant information. The Year Head will deal with it as outlined in Section II below.

8.4: SECTION II—MAJOR BREACHES OF DISCIPLINE (Dealt with by Year-Head).

8.4.1: Major breaches of discipline include

1. Where a student leaves the school premises without permission.
2. Where a student has been Truant.
3. Persistent* disorderly or uncooperative behaviour i.e. where procedures outlined in Section I have been followed and the parents contacted by the teacher without any appreciable improvement in behaviour.

NOTE:

*By persistent is meant where a student repeats the same offence three or more times in one class or repeatedly over several classes and several of the sanctions suggested in Section I have been applied on each occasion.

The Year Head will:

1. Interview the student and make suggestions.
2. Try reprimand or any of the sanctions 3-5 under Section I. Request the student to report at regular intervals for a set period of time.
3. Try contract/agreement.
4. Issue appropriate sanctions.
5. Detain the student i.e. Formal Detention A probation period of 30 days may follow Detention. The Year Head may request that the student's Probation Book is signed either daily or weekly.



8.5: FORMAL DETENTION PROCEDURE.

1. Parents will be informed that their son/ward has received a Detention. Details of the sanction will be placed in the student's VSware file after detention has been completed.

NOTE:

Detention is seen as a serious punishment for major breaches of discipline and will only be used when all other sanctions have failed.

8.6: SECTION III—GROSS MISBEHAVIOUR (Dealt with by Deputy Principal/Principal).

Gross misbehaviour includes:

1. Assaulting a student or a member of staff.
2. Vandalising school or personal property.
3. Abusive, obscene or foul language to a teacher.
4. Theft of school or personal property.
5. Possession or use of alcohol, illegal substances or drug paraphernalia.
6. Repeated, persistent, cumulative misdemeanors.
7. Failure to recognise and submit to the authority of the school.
8. Where other lesser school sanctions have failed to discourage misbehavior.
9. Where the behaviour interferes with the learning environment of the class.
10. Serious incidents that may endanger the health, security, safety or welfare of the school community or any member thereof.
11. Truancy and leaving school without permission.
12. Noncompliance with the school's policies.
13. Behaviour which seriously damages the reputation of the school and its community.
14. The use of obscene, offensive or abusive language in word or writing in the school or towards any person.
15. Serious theft or wilful damage, abuse of, or destruction of school property, furniture or equipment, or the property of any person associated with the school. In such cases parents will be held liable.



16. Fighting on the school premises or at any school sponsored activity.
17. Bullying as per the Antibullying policy.
18. Physical and/or verbal abuse (including name-calling) of a teacher, or the member of the school staff.
19. Willful disobedience to the clear and reasonable instruction of a teacher.
20. Anything in the Code of Behaviour which is not allowed on health & safety grounds.
21. Any behaviour listed in the School Rules and regarded as Serious or Gross Misbehaviour
22. Engaging in any form of unlawful/illegal behaviour.

For such gross misbehaviour the student will be referred directly to the Deputy Principal and Principal who may consider the following:

1. Suspension.
2. Bringing the matter to the attention of the Board of Management at which expulsion may be considered.

NOTE:

At each stage of these procedures a full report will be entered in the school records (with the knowledge of the pupil) by the Principal, Deputy Principal, Year Head, Year Head or Class Teacher. A record will also be kept of any improvement in the behaviour of disruptive pupils.

8.7: Right of Appeal:

All sanctions under the category of Gross Misbehaviour are subject to be appeal under S28 and S29 of the Education Act 1998.



Teacher	<ul style="list-style-type: none"> • Student/parent may appeal the decision/sanction of the teacher to the Year Head.
Year Head	<ul style="list-style-type: none"> • Student/parent may appeal the decision/sanction of the Year Head to the Deputy Principal.
Deputy Principal	<ul style="list-style-type: none"> • Student/parent may appeal the decision/sanction of the Deputy Principal to the Principal.
Principal	<ul style="list-style-type: none"> • Student/parent may appeal the decision/sanction of the Principal to the Board. • This is provided for under Section 28 of the Education Act 1998. • This process would normally only apply for suspensions in excess of 3 days.
Board of Management	<ul style="list-style-type: none"> • Student/parent may appeal the decision/sanction of the Board to the Secretary General of the Department of Education & Skills under Section 29 of the Education Act 1998. • Decisions which can only be appealed include permanently excluding a student from the school or a suspension of a student from the school for a period which would bring the cumulative period of suspension to 20 school days in any one school year, or • Appeals must be registered no later than 42 days after the Board's Decision.

If you have any questions on these procedures do not hesitate to contact the Principal.

9.0: Monitoring

The Principal will liaise with the Deputy Principal, Year Heads and Year Heads in monitoring the implementation of the policy

10.0: Implementation

This policy was adopted by policy was adopted by the Board of Management on: _____

The implementation of this policy will be consistent with the whole school planning process.

Signed: *Brendan Forde*

Brendan Forde

Chairperson of BoM

Signed: *Daniel Hyland*

Daniel Hyland

Secretary of BoM

Date of next review: _____