



Code of Behaviour

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1. Mission Statement

Saint Joseph's Community College seeks to create an inclusive school community where values, attitudes and behaviours consistent with its Christian ethos are fostered. In partnership with parents and the wider community, it respects individual self-worth and aims to provide a safe environment in which each student may achieve his/her full potential inclusive of spiritual and academic.

2. Introduction

The purpose of the school's Code of Behaviour is to give positive and practical guidelines to promote good behaviour and practice. It seeks to guide the implementation of the schools Mission Statement in the daily school activities. The Code of Behaviour encourages the development of self-discipline, respect for all and a positive attitude to the school community. We at St. Joseph's Community College strive to do this in a spirit of co-operation and partnership.

3. Aims

The aims of this Code are:

- Apply justice and fairness
- Protect every student's right to benefit fully from the school
- Help students attain high standards of behaviour
- Assist students in developing their own self-discipline

The spirit of the code is respect for oneself, others and property and the Code's long term aim is to ensure that young people from St Joseph's Community College learn the importance of their rights and their corresponding responsibilities.

As students of St Joseph's Community College progress through the school, students will increase their understanding of the impact of their behaviour in school, at home and in the wider community and take responsibility for their actions.

The Code is based on the recognition of the student as an individual yet insists on an environment in which the welfare of all is protected.

The Code of Behaviour is based on the school ethos and ensures that Saint Joseph's Community College:

1. Promotes the Christian values of respect, goodness and truthfulness.
2. Has a positive and safe environment for teaching and learning which promotes positive relationships of mutual respect and support among students, parents and staff.
3. Has a climate that encourages and reinforces good behaviour.

4. Enables the students to work, to learn and to develop to their full potential.
5. Endeavours to instil in its students a sense of self-discipline and self-worth.
6. Ensures that the standard of behaviour expected in Saint Joseph's Community College is communicated to all involved so that everyone knows the impact and consequences of both good and inappropriate behaviour.
7. Engages in an ongoing review of this policy on an annual basis to support its aims.

4. Roles and Responsibilities

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:

1. Uphold the characteristic spirit of the school and be accountable to the Patron in this respect
2. Consult with and keep the Patron informed of decisions and proposals
3. 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
4. In order to comply with these provisions, the Board of Management should submit the code of behaviour to the Patron for approval.

4.1. 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.

1. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies.
2. The Board should play an active role in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities.
3. The Board should make sure it consults with the school community have the opportunity to be involved in work on the code of behaviour.
4. 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.

4.2. 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.

3.3. 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.

3.4. 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:

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

3.5. 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:

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

4. 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:

1. Creating a climate that encourages and reinforces good behaviour
2. Creating a positive and safe environment for teaching and learning
3. Encouraging students to take personal responsibility for their learning and their behaviour
4. Helping young people to mature into responsible participating citizens
5. Building positive relationships of mutual respect and mutual support among students, staff and parents

6. Ensuring that the school's high expectations for the behaviour of all the members of the school community and are widely known and understood.

4.1. 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.

4.2. 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.

4.3. Focusing on promoting good behaviour

This code gives priority to promoting good behaviour through the promotion of high expectations and encouragement of good behaviour.

4.4. 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.

4.5. 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 aims to foster relationships of trust between students and teachers. Adults have more responsibility than students for building these relationships.

4.6. Focusing on Personal Responsibility

This code aims to help young people to experience the value of being responsible, participating members of the school's community.

4.7. 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.

4.8. Promoting equality

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

4.9. Recognising 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.

4.10. 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.

4.11. Attending to the welfare of staff

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

5. 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 Joseph's Community College is a Christian community where mutual respect, co-operation and natural justice are integral features and where pupils of other faiths are included. It has regard to the rights and responsibilities of all parties concerned in school life; management, staff, 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.

6. Responses for Inappropriate Behaviour

Despite students, staff and parents/guardians best intentions, inappropriate behaviour can happen and even minor incidents can be disruptive to teaching and learning. Most students behave appropriately with the help of consistent routines and clear rules in school. The majority of students respond to work that is presented well in a manner that is suitable for their ability. To ensure this occurs teachers will draw on their own teaching style, expertise and knowledge of both students and subject. When a student's behaviour prevents teaching and learning taking place, a balance must be found between the needs of that student and the needs of other students and staff.

Saint Joseph's Community College adopts a problem-solving approach when dealing with inappropriate behaviour and has a number of supports, initial interventions and supports to help the student. The purpose of this approach is:

- To help students learn that their behaviour was unacceptable
- To help students learn the skills of good behaviour
- To help students recognise the effect of their actions
- To help students understand that they have choices about their behaviour and that all choices have consequences.

7. School Rules

Saint Joseph's Community College have established a number of rules to safeguard students' right to learn and teachers' right to teach in a caring, safe and respectful environment and these are underpinned by the school's Mission Statement and aims of this Code.

Therefore the school community expects:

1. Students come to school every day and arrive on time.
2. Students attend school in full uniform, clean and tidy.
3. Students have respect for people and for property and report any accidental damage caused.
4. Students will do their best in class and at your homework.
5. Students are suitably prepared for your subjects.
6. Students will conduct themselves in a manner in school which is consistent with the Mission Statement and aims of this Code.

School rules must be obeyed at all times, including when representing the school on excursions, tours, matches and any other school related activity organised by the school. Any misbehaviour by a student not specified in these rules, but which in the opinion of the Principal or Board of Management constitutes a serious offence, will be dealt with by detention, suspension or expulsion.

Where a student is alleged to have engaged in serious misbehaviour outside of school, when not in the care or responsibility of the school, a judgement will first have to be made by the Principal or if referred to, the Board of Management that there is a clear connection with the school and a demonstrable impact on its work, before the Code will apply.

REMEMBER; respecting a staff member means following their instructions, first time asked.

8. School Rules Explained

8.1. Students come to school every day and arrive on time.

This means:

1. That you attend school every day unless it is absolutely unavoidable. Truancy 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 as required by the school's attendance policy
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

8.1.1. Procedure to be followed where a parent/guardian wishes their child to leave the school premises

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. Please consult the school's Attendance Policy procedures relating to this.

8.2. Students attend school in full uniform, clean and tidy.

This means:

1. Wearing the school uniform 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. Hats and scarves are to remain in your school bag for the duration of the school day
4. Smoking including e-cigarettes is forbidden anytime you are wearing the school uniform, when representing the school or when engaged in any school activity

8.3. Students have respect for people and for property and report any accidental damage caused.

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. Students don't push or shove your way around the corridors and school grounds
5. Students don't use offensive or abusive language
6. Students use the litter bins in class and in the school grounds and assists in promoting a clean, litter-free school environment
7. Students respect school property and the property of other people
8. Students report any accidental damage they may have caused
9. Chewing gum is totally forbidden in the school buildings and grounds

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

1. Politeness, courtesy and respect for all members of the school including staff and fellow-pupils are demanded at all times.
2. Picture/video phones, camcorders or any other form of recording device 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 Class Head in advance. Phones must be switched off and out of sight while students are in school. Please consult the school's acceptable usage policy for use communication technologies in school. In the event whereby parents/ guardians need to make contact with their son/ daughter they should contact the school's office. The school discourages the process of parents/ guardians making direct contact with their son/ daughter to request him/her to sign out of school. Please consult the school's Attendance Policy for procedures relating to parent/ guardian requests to sign their son/ daughter out of school.
3. 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.
4. Racist remarks will not be tolerated.

8.4. Students will do their best in class and at your homework

This means:

1. Students listen to your teachers.
2. No student disturbs the class.
3. A right to education of the majority of students is respected and it must not be subverted by a disruptive minority.
4. Students sit with four legs of your chair on the floor at all times.
5. Students do their prescribed homework each night, written and oral.
6. Students always have your journal with them and take down their homework in it.
7. Students take responsibility to get their journal signed by their parent/guardian each week.
8. If a student needs to leave their classroom, he/ she will get the permission from the teacher who will then sign his/ her journal, and the student must take their journal with them.
9. Students help to keep their classrooms clean and tidy.

8.5. Students are suitably prepared for your subjects.

This means:

1. Having have the proper P.E. gear, pens, books, copies etc. required for each class.
2. Any special materials/equipment needed class are brought in.

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. Students are responsible for the safe custody of their own property.

8.6. Students will conduct themselves in a manner in school which is consistent with the Mission Statement and aims of this Code.

This means:

1. Walking in an orderly way between rooms, obeying the one way system
2. Line up outside the room for each class and wait quietly for your teacher
3. That eating and drinking is allowed within the school building only at specified times and areas
4. Students take their break in the manner and area specified and obey the instructions of the teacher on duty
5. No student will break, damage or deface school property
6. Students must report to a teacher should they notice graffiti or damage to school property and especially if it is on your own desk or chair
7. That smoking or the possession of cigarettes, Rizla papers, matches, lighters including e-Cigarettes and related paraphernalia is forbidden on school property. The school strongly disapproves of students smoking while in school uniform when off the school premises
8. That there is an absolute ban on knives, lasers and any offensive weapons
9. 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 Gardaí
10. Students bringing bikes to school must ensure they are locked at all times. Riding of bikes in the school grounds is forbidden
11. Students must park their cars outside of the school grounds

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

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 Joseph's Community College have the right to be themselves and the responsibility to treat others, as they would like themselves to be treated.

9. Rewards for Good Behaviour

When expectations are achieved and a standard of behaviour is shown by students, positive reinforcement is important. Good behaviour both inside and outside the classroom is acknowledged. In some cases, a quiet word is most appropriate and in other situations the awarding of a certificate or a positive note on the journal is warranted.

Informal:

- Verbal praise either in class or quietly
- A positive note in the journal
- Positive comments about the student to the Year Head

Formal:

- Recognition at annual awards ceremony
- Given added responsibility by staff

10. Behaviours towards other pupils and staff

Saint Joseph's Community College encourages the development of self-discipline, respect for all and a positive attitude to the school community. We strive to do this in a spirit of co-operation and partnership and are further supported by the school's Anti-Bullying policy. All forms of bullying behaviour are not tolerated

11. Punctuality

Saint Joseph's Community College promotes the importance of full attendance and punctuality, not only to allow for the good order of the school but also to prepare our students' for adult and working life. Persistent unnecessary lates will be addressed in accordance with the established procedures outlined in this Code and the school's supporting Attendance and Punctuality policy.

Persistent lunchtime lates will result in a referral raised against the student, the Year Head and/or Deputy or Principal Reserve the right to serve a lunchtime detention.

Lates are determined as unnecessary unless the student has a note from his/ her parent/ guardian to explain the reason. The note must be presented by the student only when he/ she is late. Retrospective notes in this instance will not be accepted.

12. Disciplinary Procedures

This code of behaviour is run parallel with a system of care, which is intended, through the Year Heads and the school counsellor, to help students through their years in the school. However, failure to adhere to the standards will invoke the school disciplinary code. It is important to note that both formal detention and suspension are seen as indicating the school's 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.

13. Introduction

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

13.1. SECTION I MINOR BREACHES OF DISCIPLINE (dealt with by teachers)

Minor breaches of discipline include:

1. Talking or disruption of class
2. Failure to study or do homework properly or making progress, if the student is capable of doing so
3. Not having the necessary books/ equipment for class
4. Arriving late for class

The above list is not exhaustive

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 a note in it for parents

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 school administration referral system. If this record becomes significant the class teacher 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.

13.2. SECTION II MAJOR BREACHES OF DISCIPLINE (Dealt with by Year-Head).

Major breaches of discipline include:

1. Where a student leaves the school premises without permission
2. Where a student has been Truant
3. Being persistently late for class or school
4. 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.

The above list is not exhaustive

*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. Lunchtime Detention. The student may be placed on daily report for a period of 10 school days, commencing the next school day after the detention is served. The Year Head may request that the Report Book is signed either daily or weekly. If a student misses this detention period then a longer detention is merited. Continuous failure to report to detention will result in suspension, either in-school or from school. If a student registers more than five unfavourable comments in their Report Book within one school week this will lead to suspension.

Formal detention procedure

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

Lunch-time detention

They are supervised during this time and given work to do. A pupil is detained for 25mins whenever his/her name is entered in the "Detention Book". This happens for serious offences, repeated minor offences etc.

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

13.3. 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. Smoking on school grounds
6. Possession or use of alcohol, illegal substances or drug paraphernalia including students attending school under the influence of drugs or alcohol
7. Repeated, persistent, cumulative misdemeanours
8. Failure to recognise and submit to the authority of the school
9. Where other lesser school sanctions have failed to discourage misbehaviour
10. Where the behaviour interferes with the learning environment of the class

11. Serious incidents that may endanger the health, security, safety or welfare of the school community or any member thereof
12. Truancy and leaving school without permission on a repeated basis
13. Noncompliance with the school's policies
14. Behaviour which seriously damages the reputation of the school and its community
15. The use of obscene, offensive or abusive language in word or writing in the school or towards any person
16. 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
17. Fighting on the school premises or at any school sponsored activity.
18. Bullying as per the Anti-bullying policy
19. Physical and/or verbal abuse (including name-calling) of a teacher, or the member of the school staff
20. Wilful disobedience to the clear and reasonable instruction of a teacher
21. Anything in the Code of Behaviour which is not allowed on health & safety grounds.
22. Engaging in any form of unlawful/ illegal behaviour

The above list is not exhaustive

14. Interventions, Sanctions and Supports

Saint Joseph's Community College has a consistent school-wide response to behaviour. The first intervention to inappropriate behaviour is the teaching of the Code to all students and giving them the opportunity to reflect on their behaviour.

When a student behaves inappropriately, the teacher tries to deal with the incident in a calm and firm manner which aims to help the student recognise the effect of their behaviour and the consequences of their choice of behaviour.

If the student is unwilling or unable to adapt their behaviour for any multiple of reasons, Saint Joseph's Community College has a strong support team to draw from such as the Staff, Year Heads, Pastoral and Counselling services, School Management and external services. Teachers and Staff in Saint Joseph's Community College share resources and advice and act as a team who aim to support students to behave appropriately.

15. Sanctions for Misbehaviour

The following sanctions are used so that our students experience the consequences of their misbehaviour. They are scaled so as to take account of the nature of the incident, the situation leading up to the incident and are imposed by the staff of the school in accordance with our ***Ladder of Referral***. Please consult Appendix I for further information on this system:

- A firm verbal reprimand from the staff member present is expected to be sufficient to correct inappropriate behaviour. The staff member may impose a sanction or use an appropriate classroom management strategy at this point
- Removal of the student from the scene of the incident while still under supervision
- Extra appropriate work assignment
- Note in journal
- Removal of privilege
- Consultation with Year Head
- Detention – with parental notification

Sanctions for more **serious misbehaviour** for consistent breaches of our Code of Behaviour include the following. These sanctions may be applied but not necessarily in the order listed.

- Year Head report sheet/ student placed on daily report
- Refer student to Deputy Principal or Principal.
- Telephone to parents/guardians by Year Head/Deputy Principal/Principal
- Meeting with parents/guardians
- Suspension from class/school
- Expulsion from School

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

16. Suspension

Saint Joseph's Community College views suspension as a serious sanction. The school adopts and implements a range of support structures and these are applied before a suspension sanction is imposed. Details surrounding these procedures are outlined in the school's Suspensions and Expulsions policy.

16.1. Automatic suspension

The following situations may incur an automatic suspension:

1. Repeated incidences as categorised under Section III – Gross Misbehaviour
2. Persistent abuse of the school's attendance policy

16.2. Immediate suspension

In exceptional circumstances it may be necessary to consider an immediate suspension of a student where their continued presence at the school at that time would represent a

serious threat to the safety of students or staff of the school, or any other person. Fair procedures will be applied in considering this sanction.

16.3. Suspension during the state examinations

This sanction will be approved by the Board of Management and used in the following circumstances where there is:

1. A threat to the good order of the examination
2. A threat to the safety of other students and personnel
3. A threat to the right of other students to do their examination in a calm atmosphere

The sanction will be proportionate to the behaviour. Fair procedures will be applied in considering this sanction.

Please consult the school's Suspensions and Expulsions policy for further information relating to procedures and categories of suspension as referenced above.

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, or Class Teacher. A record will also be kept of any improvement in the behaviour of disruptive pupils.

17. Related policies

This Code implemented in conjunction with the following policies:

1. Attendance policy
2. Suspensions and expulsions policy
3. Acceptable usage policy

18. Right of Appeal

All sanctions under the category of Gross Misbehaviour are subject to appeal under Section 28 and Section 29 of the Education Act, 1998. The procedure for appeal is detailed in the school's Suspensions and Expulsions policy.

19. Monitoring

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

20. Implementation

The date from which the Policy will apply is 15th June 2016, which is the date of adoption by the Board of Management, Saint Joseph's Community College.

Signed: _____
Clodagh Geraghty
Chairperson of BOM

Signed: _____
John Bones
Secretary of BOM

Date: _____

Date: _____

| Referral | Sanction | Further measures | |
|----------|--|--|---|
| 1 | Discretionary – additional homework, classwork, exercise | | |
| 2 | Discretionary – additional homework, classwork, exercise | | |
| 3 | Discretionary – additional homework, classwork, exercise | <i>Letter to parent/ guardian from Year Head informing them of his/ her behaviour to date and request meeting to discuss same</i> | |
| 4 | Discretionary – additional homework, classwork, exercise | Year Head has the discretion to withdraw privileges granted by the school e.g. Junior Cycle students to go down town on Friday lunchtimes | |
| 5 | Discretionary – additional homework, classwork, exercise | | |
| 6 | Discretionary – additional homework, classwork, exercise <i>Letter to parent/ guardian from Year Head informing them of his/ her behaviour to date and request meeting to discuss same</i> | | |
| 7 | Lunchtime detention, work collated by Year Head <i>Parent/ guardian formally notified in advance</i> | | Student placed on Daily Report for period of 10 school days, commencing the next school day after detention is served. |
| 8 | Lunchtime detention, work collated by Year Head <i>Parent/ guardian formally notified in advance</i> | | In the event whereby the second or third lunchtime detention falls within 10 days of the first, daily report reverts to 10 school days, commencing the next school day after detention is served. |
| 9 | Lunchtime detention, work collated by Year Head <i>Parent/ guardian formally notified in advance</i> <i>Letter to parent/ guardian from Year Head informing them of his/ her behaviour to date and request meeting to discuss same</i> | | |
| 10 | In-School suspension, work collated by Year Head <i>Parent/ guardian formally notified in advance</i> | Student will not participate in activities/ events arranged by the school that he/ she are part of, should they coincide with date for in-school suspension. | Student placed on Daily Report for period of 20 school days, commencing the next school day after in-school suspension is served. |
| 11 | In-School suspension, work collated by Year Head <i>Parent/ guardian formally notified in advance</i> | | |
| 12 | Formal suspension <i>Parent/ guardian invited to attend meeting with Year Head and Principal. Rationale for determination of suspension presented and a date(s) given that suspension will take place on.</i> | Parent/ guardian and student to meet with Year Head after suspension is served to discuss behaviour | Student placed on Daily Report for period of 30 school days, commencing the on first day student returns from formal suspension. |

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