



Code of Behaviour - St Laurence College

Preamble

St Laurence College, Loughlinstown, is a co-educational Catholic secondary school operating in the Marianist tradition. Our teachers, students, and parents/guardians are integral members of our community, each with distinct rights and responsibilities. For the harmonious functioning of our Marianist school, it is paramount that tolerance, loving kindness, and mutual respect characterise all relationships. Effective learning depends on an orderly atmosphere in which our students find encouragement to learn and have appropriate learning targets set for them. We want to promote and encourage all our students to become proactive, self-directed learners. In our school we want to promote a genuine interest in learning and we endeavour to create a positive learning environment where mistakes can be used to enhance learning experiences without undermining confidence. Our students are at the heart of everything we do. A good relationship between teachers and students makes it easier and more enjoyable for teachers to teach and for learners to learn.

Mission Statement

We state our mission as follows:

"St Laurence College is a voluntary, Catholic, secondary school under the trusteeship of the Marianists. Our school dedicates itself to educational excellence taking into account the uniqueness and complexity of each individual pupil. We strive to create an atmosphere where pupils are happy and thrive in an environment imbued with the five Characteristics of Marianist Education:

- **Educate for Formation in Faith:** Guiding students to find meaning in life, recognise the sacred, and contemplate the good, the true, and the beautiful.
- **Provide an Integral, Quality Education:** Developing the whole person – intellectually, physically, morally, socially, and creatively – fostering lifelong learners.
- **Educate in Family Spirit:** Cultivating a climate of acceptance, discipline, and love, where all members feel valued and supported as part of a larger family.
- **Educate for Service, Justice, and Peace:** Inspiring students to hear and respond to the call to serve others, promote justice, and work for peace.

- **Educate for Adaptation and Change:** Equipping students to face the future calmly, balancing tradition with innovation, and actively shaping a hopeful future."

The Mission Statement of our school is based on these five Marianist Characteristics. We believe that by fostering these principles, we enable our College to be a school, a home, a community, and a place of growth for all our young people.

In order to achieve our mission, we aim to provide opportunities for students to:

- develop each individual's talents to the level of his / her personal potential for the benefit of community and society;
- gain skills, knowledge and understanding that will be of lasting value throughout their lives;
- develop the characteristics appropriate to a member of a Christian community, including those of mutual respect and concern for others, irrespective of ethnicity, colour, gender, sexual orientation, social status or creed;
- promote the physical and emotional well-being of students by developing self-esteem, personal responsibility and the ability to live and work with others;
- work with staff committed to these ideals.

The Marianist Ethos: How Our Characteristics of Education Inform Our Work.

Our school is based on the principles of the Marianist Characteristics of Education, which seek to place faith, integral education, family spirit, service, and adaptation at the centre of our work.

The Marianist ethos asks that we show mutual respect to each other, regardless of being adult or young person and regardless of being manager, teacher, or learner. In acknowledging that people occupy different positions of authority in a family, school, community, or workplace, the Marianist approach seeks to find a way to teach a young person how to communicate appropriately with a figure of authority, without loss of voice, dignity or sense of self.

In this regard, the Marianist ethos shares many areas of commonality with the principles of Restorative Practice and with the key life skills which are encouraged in our students through the Junior Cycle and beyond.

St Laurence College: Our Marianist Ethos in Summary

- **Leadership:** We lead by example, showing students how to handle difficult situations. We encourage accountability and effective communication, placing emphasis on taking responsibility and making amends.
- **Holistic Education:** We strive to ensure students feel valued as individuals, enabling

them to build just and caring communities. We aim to heal or repair relationships and encourage a positive, mutually supportive learning environment.

- **Welcoming & Family Spirit:** We grow from an attitude of mindfulness, responsibility, empowerment, and inclusion. We recognise and value respect, inclusiveness, collaboration, interconnectedness, diversity, individuality, and wider group / community responsibility.
- **Empathy:** We create caring climates. Educators are sensitised to students' needs and growth opportunities, attempting to empathise with students to understand their needs fully. We help students understand their actions better to prevent further disruptions.
- **Learning for Life & Adaptation:** We enable students to gain new perspectives, seeing difficult / conflict situations from different points of view. This allows students to learn social skills and about the complexity of social situations. We explicitly teach social skills and provide students with reflection skills to help them understand how they feel and how they can prevent these situations in the future.

Rationale

This Code of Behaviour for Students was developed with reference to the NEWB Guidelines for the Development of a School Code of Behaviour. The policy exists within the framework provided by the 2016 and 2022 Looking at our Schools documents, our Child Safeguarding Statement and the 2017 Child Protection Guidelines. The policy also reflects our ratified Wellbeing Policy.

This policy exists in tandem with other school policies which relate to behaviour i.e. Mobile Phone Policy, Health and Safety Policy, Uniform Policy, Acceptable Use Policy, School Tour and Excursion Policy, Anti-Bullying Policy and Suspensions and Expulsions Policies.

This Code is designed with the behaviour of our students in mind. Standards of professional behaviour by teachers are determined by the Teaching Council of Ireland and referenced in the St Laurence College Teacher Handbook.

This policy was developed to ensure safety and so as to create an orderly atmosphere (in which students can benefit from their learning experiences), which supports teaching and learning.

Scope

This policy refers to all students of St Laurence College. This also refers to students on exchange programmes and visiting students.

Our school respects, values and welcomes diversity across all nine grounds named in the Equal Status Act: gender, marital status, family status, sexual orientation, religion, age,

disability, race and membership of the Traveller community. In addition, we afford respect to permanent, temporary and visiting members of the school community. We welcome and value students of all ethnic backgrounds.

The Policy applies at all times during the school day, from 8.30am (when school opens) until 3.40pm (when school closes on a normal school day). The policy also applies to students engaging in extra-curricular activities or who are on school business or school run events, which take place outside of normal school hours. (e.g. Study, retreats, matches etc.) This policy applies on the school bus to and from school and school events.

The policy may also apply to the behaviour of students outside of the hours mentioned above, if the behaviour impacts on the good reputation of the school, the school environment, the welfare of a staff member or on a situation which has already been managed at school level.

Visitors to the school premises or to school events are informed that this policy is in place.

This policy takes effect from the date of ratification.

Staff, students and parents / guardians were consulted in the development of this updated Code of Behaviour.

The Promotion of Positive Behaviour: Roles and Responsibilities

Pastoral Care of Students is at the heart of school life in St Laurence College.

We acknowledge the contribution of all members of our school community. It is everyone's responsibility to promote good behaviour and to show mutual respect for each other. We believe that all the stakeholders have a role to play in the promotion of positive behaviour and we each have roles and responsibilities within our school community.

There follows a list of the roles and responsibilities of the different members of our school community and an outline of the positive behaviours in each which we wish to encourage, for the benefit of the entire school community.

Key Stakeholders in Pastoral Care and Behaviour Support:

- **Class Teacher:** Primary point of contact for students, responsible for classroom management and initial behaviour interventions.
- **Tutor:** Mentors a specific tutor class, building strong relationships and monitoring student well-being and behaviour.
- **Year Head:** Oversees the holistic development and behaviour of students within their specific year group, liaising between teachers, students, and parents.
- **Principal and Deputy Principal:** Provide overall leadership, strategic direction for

behaviour policy, and handle serious disciplinary matters.

- **Guidance / SEN:** Offers support for students with special educational needs and provides guidance on academic, personal, and career development.
- **Chaplain:** Supports the spiritual and pastoral needs of the school community, reflecting the Marianist faith formation characteristic.
- **BOM and Policy (Board of Management):** Governs the school, approves policies, and ensures adherence to regulations.
- **Student Council:** Represents student voice, contributes to school policy development, and promotes positive student engagement.

Students

- do their best to uphold the Code of Behaviour and the spirit of the Code in school
- sign acceptance of the Code at the start of the school year
- are accountable for their behaviour, "own" their behaviour and commit to changing negative behaviour
- try to resolve disagreements, disputes and conflict with courtesy and respect for themselves and others, as this aligns with our Marianist values
- work to build positive relationships with others; try not to hold grudges
- co-operate with and participate in teaching and learning to the best of their ability
- are punctual for class and bring required books and equipment
- wear the school uniform and crest with pride, removing non-uniform items
- turn off mobile phones before the beginning of class
- sit in the seat assigned to them by the teacher; work with peers indicated by the teacher in group sessions
- appreciate and maintain the school environment, using bins for litter, and refraining from graffiti and vandalism
- respect the particular ground rules established for and directions given in specialist spaces (e.g., kitchens, labs)
- move in an orderly, safe way around the school
- make a genuine effort with work and attempt to catch up on work missed due to absence for extra-curricular or other reasons
- remain in school all day, unless signed out by a parent or guardian
- participate in the school's Physical Education programme; train and play if selected for a school team, representing the school with integrity

Student Council

- encourages the opportunity to become involved in the Student Council for all students
- gathers and represents student voice in a meaningful way, so that students can feel included in decisions which affect them
- assists in the development of school policy
- advises members of the school's management teams of areas for school

improvement

- communicates concerns in a timely way
- represents the student body through participation in public events

Teachers

- believe in the potential of the students and, therefore, have high expectations of them
- work to build positive relationships with students
- respect confidentiality and privacy of students, where appropriate
- treat students with the high standard of courtesy and good manners that teachers expect of each other
- strive to enable all students to have equal access to the school curriculum
- facilitate a wide range of extra-curricular activities for students
- treat students as individuals, with their own unique personality and characteristics
- understand that some students have special educational needs and cater for them accordingly
- enable students to make positive contributions to school decisions via the Student Council and otherwise, through assuming a leadership role within their class, team or year group and through appropriate consultation
- attempt to understand the reasons why a student might display unwanted behaviour
- use classroom management techniques (e.g. seating plans or responses to negative behaviour / poor effort) to maximise learning potential in individuals, to avoid negative behaviour or to positively influence a learning atmosphere
- engage in professional planning and continuous professional development, in order to create orderly classrooms, where the learning potential of all is recognised and achievable, and to avoid the escalation of potential difficulties
- refer students to detention, according to the procedures outlined in appendices
- be a positive role model
- nominates members of the Board of Management
- lead change where required

SNAs

- observes behaviour and communicates with the class teacher and AEN team if concerns arise
- assists the classroom teacher to keep a student "on task"
- encourages adherence to the Code of Behaviour; e.g. polite talk, remaining "in bounds", following directions
- assists with the follow through of interventions planned to modify behaviour

Class Tutors

- seek to build strong relationships with and to mentor their Tutor Class
- ensure that each student feels cared for

- monitor students' Journals
- communicate persistent behaviour concerns to the Year Head
- liaise with Year Head regularly, for the educational welfare of their class
- model the school ethos
- motivate students and build a sense of class pride
- praise effort and foster a belief in students that they can achieve their own, personal excellence
- communicate news and school notices to students
- support good attendance and punctuality
- encourage the development of self-care and study skills
- make formal referrals to Year Head, where concerns persist
- assist the Year Head in implementing interventions to support improved behaviour eg "On School Report", "Effort Diary"
- lead change where required

Year Heads

- As educational leaders in teaching and learning and as holders of a significant management role in our school, the Year Heads
- take responsibility for the educational and pastoral welfare of a full Year Group
- liaise with Tutors and Deputy Principal regularly
- work collaboratively with each other to establish best practice
- follow through on Code of Behaviour interventions and sanctions
- communicate interventions and sanctions to relevant parties
- communicate persistent concerns and significant incidents to the Deputy Principal
- support families in difficulty and report to staff where necessary
- support vulnerable students and students at risk
- interpret new initiatives undertaken in the school in the context of their particular year group
- support Class Teachers in the execution of their pastoral responsibilities and in their role in this Code of Behaviour
- monitor and review progress of the Year Group
- help to build a positive spirit within the Year Group
- acknowledge and reward effort and achievement
- report developments at meetings of the middle management and senior management teams
- ensure that all school procedures and systems operate effectively in the Year Group
- refer concerns to the Principal and Deputy Principal Team
- lead change where required

Principal / Deputy Principal

- uphold and follow through on Code of Behaviour, according to the principles of natural justice and due procedure, and monitor the Code's role in the promotion of school improvement
- involve all the stakeholders in the development of policy and ensure that all stakeholders can fulfil their roles within the Code
- advise Year Heads on the proper application of the Code of Behaviour and support staff in managing concerns
- create an environment where staff and students engage in mutually respectful relationships
- seek to encourage positive behaviours and to find ways to enable all the stakeholders to do the same
- refer students to appropriate support services inside or beyond the school eg pastoral care team, school chaplain, Guidance Counsellor or outside agencies
- communicate with parents / guardians or outside agencies, as appropriate
- ensure the safe and appropriate use of CCTV cameras, which are installed as a security measure for all stakeholders
- ensure unbiased decisions, where this is necessary eg in the case of negative behaviour expressly directed at a member of the SMT eg period of reflection / guidance from appropriate sources
- report to the Board of Management on particular issues, as required by statute and according to guidelines issued by DES (suspensions, expulsions, issues that arise under child protection legislation, issues which arise under the school Anti-Bullying Policy etc)
- refer concerns to the Board of Management
- lead change where required
- The School's Pastoral Care Team: Guidance Counsellor, Adult Mentors, Chaplain, Support Teachers / SNAs....
- support troubled members of the school community in times of need
- listen carefully and supportively; refer where appropriate
- liaise with appropriate personnel inside or beyond the school, in order to give assistance
- may assist in the application of behaviour modification programmes for students
- refer concerns to the Designated Liaison Person

Board of Management

- ensures correct policy and procedures are in place across the school to promote the Salesian ethos, to promote learning, to support good behaviour and to respond to poor behaviour
- supports the Principal in the discharge of the Principal's duties
- acts and advises on serious breaches of Code of Behaviour, where appropriate

- leads change on policy and practice
- receives reports from the Principal on particular issues, as required by statute and according to guidelines issued by DES (suspensions, expulsions, issues that arise under child protection legislation, issues which arise under the school Anti-Bullying Policy etc)

Trustee Body

- seeks to establish the charism of the Marianist Order, founded to perpetuate the life, beliefs, values, vision and work of Blessed William Chaminade in the heart of our school
- nominates members of the Board of Management for this purpose
- supports the vision of stakeholders, as it pertains to the Marianist Ethos
- receives reports from the Board of Management

Parents and Guardians

- are familiar with the Code of Behaviour
- check their child's Journal weekly to ensure that it is effectively used, to see how homework is managed and to check for communication from the school
- check TYRO regularly to keep up to date with attendance, behaviour and learning records related to their child
- ensure all contact details held by the school are up to date
- support and respect school decisions, acknowledging reference to properly ratified policy
- familiarise themselves with the ethos, culture, policies and procedures of the school
- encourage their child to have a positive attitude to their education and to their school
- ensure that their child attends school regularly and is punctual
- provide a suitable place for their child to study or enables attendance at evening study
- ensure that their child comes to school in full uniform and with correct equipment for school
- attend parent teacher meetings
- maintain regular contact with the school, arranging meetings with members of the school's pastoral teams when concerns arise
- communicate information of circumstances which impact on their child's behaviour, learning or health to a trusted staff member
- provide notes explaining absence or late / early arrival or departure in a timely way
- monitor internet use, so that excess use does not impact negatively on their learning or behaviour
- communicate concerns in a timely way
- gather as a Parents' Association to inform the development of school policy, to

collaborate with staff and school management, to participate in activities organised by the Association, to receive reports from the Board of Management, to nominate members of the Board of Management

Encouraging positive behaviour:

We believe in our students and assert that each child has potential for greatness, which is not limited by his / her circumstances. This means that we have high expectations of our young people and wish them to behave in a way which maximises their potential and that of others.

We wish to encourage honesty, effort, friendly behaviour, kindness, respect for each other, citizenship, good attendance, safe play, decency, participation, growth, Salesian school spirit, courtesy, courage and resilience.

Responding to positive behaviour:

Acknowledging good behaviour builds self-esteem and encourages further positive behaviour. Such behaviour is rewarded in the following ways:

- Building trust and improving relationships
- Verbal praise in or after class
- Positive note on a piece of work presented
- Record of positive behaviour recorded on TYRO
- Written note in journal / letter home
- Mention in our Tutor News and school notices
- Christmas and Summer Reports
- Newsletters
- Inclusion in positive news stories and updates on our online profiles
- Recognition through our House System
- Annual rewards
- Class treats
- Directly from Teachers, Year Head, Deputy Principals and Principal

- Appointment to positions of responsibility

Discouraging Unwanted Behaviour

Adult or young person, we are all learning all the time. For a young person, part of learning is testing the waters, to see how acceptable one's behaviour is in different environments and with different people. Learning that certain behaviours are not acceptable is an important part of school life and prepares the young person for their adult lives. Learning how different people respond in different ways to our behaviour and accepting responsibility for how we make other people feel, is part of growth. Likewise, excusing or overlooking negative behaviour, or avoiding confronting negative behaviour leads to lack of stability and lack of resilience in the young person.

The school has a responsibility to respond to negative behaviour in such a way that the young person does not lose his / her dignity, can feel forgiven and free to start afresh. The young person may wish to deny his / her behaviour, not listen to counsel, feel uncomfortable with the conversation which occurs, angry, frustrated or overlooked. In times of conflict, adult and young person should each try to de-escalate a situation. This is a skill, which grows over time.

The school recognises that poor behaviour arises as a result of:

- Poor choices on the part of the young person; lack of life experience, a failure to think of inconvenience to others, risk or consequences; an inability to empathise
- Frustration, tiredness, boredom, fear, insecurity, anger, sadness, hunger, anxiety, stress, feeling disengaged, isolation, loneliness
- Health conditions or illness
- Lack of information or insight
- Finding school work difficult or overwhelming
- Difficult family or personal situations
- Misuse of technology; eg excessive or inappropriate use of the internet or mobile device
- Misuse of substances, including vaping.

In all cases, the young person may still take responsibility for his / her actions, albeit while in need of support, care and kindness from the school community. While any of the above might explain the reasons behind poor behaviour, they do not justify poor behaviour.

Thus, for the young person, the moment of showing unwanted behaviour is an opportunity for:

- Acknowledgment
- Reflection
- Forgiveness, as this is the Marianist Way
- Growth

We wish to discourage any behaviour which interferes with learning or with building positive relationships. Specifically, the following are behaviours which we name as unacceptable in our school:

Code of Dress

- School jumper with crest
- White collared shirt
- Grey trousers or skirt worn to the knee
- Dark footwear
- School crested jacket (no hood up in school building)

PE Code of Dress

- Black school tracksuit - crested top
- Black crested t-shirt
- Black sports leggings
- Non-marking trainers/runners
- School crested jacket

Sanctions

- Parent offered the opportunity to bring the uniform up to school to change in to
- Student may return home to change into their uniform and return
- Offered school owned uniform to wear for the day - must be washed and returned to school in the same week

Mobile Phone Policy

An in-depth coverage of mobile phones in St. Laurence College can be found in the Mobile Phone Policy

- Phones are not to be used in school or anywhere on the school grounds throughout

the school day unless for expressly educational purposes following the instruction and supervision of a teacher in a lesson

- Point of contact between home and students is exclusively through the school office

Mobile Phone Sanctions

Attendance and Lates

- Students must go straight to class upon signing in to school. All students that arrive to school after 8:45am **must** sign in for child protection purposes
- Sign outs
- For students to be signed

Triple Lock Sign-Out Policy (Post-Primary School)

Purpose

To ensure the safety, accountability, and welfare of all students leaving school during the school day, the school operates a **Triple Lock Sign-Out Policy**. No student may leave the school premises unless all three stages of the procedure have been completed.

Triple Lock Sign-Out Procedure

A student may only be signed out when the following three conditions are met:

1. Parent/Guardian Authorisation

The school must receive direct authorisation from a parent/guardian through one of the following:

- Written note
- Phone call to the school office
- Approved school app/attendance system
- Email from the registered parent/guardian account

The reason for early departure must be provided.

2. School Verification

A member of school management, year head must Verify the request

- Confirm the student's identity
- Record the time and reason for departure
- Approve the sign-out before the student leaves class or the premises

Students may not arrange their own sign-out without Year Head or Senior Management school approval.

3. Physical Collection and Sign-Out

The Junior student must:

- Be collected by a parent/guardian or authorised adult where applicable, OR
- Sign out at the main office with staff supervision if permitted to leave independently

The following must be recorded:

- Student name
- Time of departure
- Name of collecting adult (if applicable)
- Staff member overseeing sign-out

No student may leave the premises without completing the official sign-out process.

Additional Provisions

- Repeated requests for early sign-out may be monitored by school management.
- Students who leave the premises without permission are subject to the school's Code of Behaviour.
- In cases of medical emergency, normal safeguarding procedures will apply.
- The school reserves the right to refuse sign-out where safeguarding concerns arise

Low Level inappropriate behaviour

- Failure to attempt/complete/present work in class or homework.
- Copying homework.
- Not having correct materials for class.

- Failure to provide relevant notes promptly.
- Not producing journal at the beginning of each class and not having it signed.
- Calling out of turn in class.
- Leaving seat in class without permission.
- Persistently off task.
- Lateness
- Not wearing full school uniform.
- Use of bad language.
- Littering
- Not having mobile phone turned off during school hours.

Low level sanctions:

(a) Once-off

- Verbal reprimand.
- Note in journal.
- Item confiscated
- Assigning reflective worksheet
- Change of seat in class.

(b) Persistent

- Temporary withdrawal from class to supervised location.
- Letter home.
- Lunch time detention.
- Parents requested to come into the school

Serious inappropriate behaviour

- Persistent non-compliance with school rules and policies.
- Rudeness/aggression towards another member of the school community.
- Bullying of any kind.
- Racist/sexist/homophobic abuse.
- Fighting.
- Missing school or class without permission.
- Theft.
- Repeated failure to follow instructions.
- Repeated failure to attend detention.
- Persistent lateness.
- Copying during exams.
- Disruption of exams.
- Defacement/interference with school property.
- Smoking/Vaping on school site or while in uniform.
- Forging the signature of parents/guardians

Serious Level Sanctions

- Suspended for between one and three days.
- Withdrawal of privileges (not allowed on outings, matches, stripped of leadership role, etc.)
- Referral to outside agency (NEPS, HSE, etc)
- Put 'On Report'
- Put on attendance monitor card.
- Fines and detention for smoking/vaping.
- Parents/Guardians called in to meet Principal/Year Head

- Managed move within Year Group.
- Repair, replacement or compensation for damage to property.

Very Serious inappropriate behaviour

- Illegal/dangerous items in school.
- Unauthorised recording of audio/video/photographic material
- Abuse of the internet.
- Persistent bullying/racial abuse/rudeness/harassment/name calling/verbal abuse.
- Serious acts of violence.
- Damage to people or property.
- Assault of any member of the school community.
- Selling and/or in possession of banned substance on the school site or environs.

Very Serious Sanctions:

- Longer term suspension
- Referral, with parent/guardian to the Board of Management
- Behaviour contract drawn up with school management, parent/guardian and student.
- Managed move to another school.
- Offsite placement/alternative provision.
- Compensation for damage caused.

Responding to Negative Behaviour.

Responding appropriately to unwanted behaviour enables learning and personal growth to take place. The ladder of referral progresses from the classroom teacher, to Tutor, Year Head, Deputy Principal, Principal and Board of Management. The Pastoral Care Team and SEN Team also play a vital role in responding to unwanted behaviour.

School responses to negative behaviour exist on a spectrum, the response given depending on the seriousness or frequency of the unwanted behaviour.

Acting in loco parentis, the use of a physical intervention by a staff member may be necessary in exceptional circumstances to prevent an injury to a student or others.

1. Behaviour managed at classroom level.

In the first instance, a skilled teacher will establish his / her own expectations of behaviour for his / her own students, according to his / her teaching personality, subject needs, age / learning profile of the students, or according to the location or type of classroom in use. It is in the best interest of the students that standards are clearly identified in advance and that the teacher's response to unwanted behaviour is predictable. A teacher should have recourse to his / her own classroom strategies before needing to draw upon the more formal measures outlined in this Code.

A skilled teacher will use a number of ways to engage the young person, when behaviour is unwanted.

- Informal talk with the student: eg "How are things with you?" "Do you need some support?" "Your behaviour interrupted the learning today." "That's not your usual form." "Can I help you?"
- Assign particular seating; alter seating before or after an incident occurs or to remove temptation and break up potential "flash points"
- Negotiate "Ground Rules" for a classroom, lesson or activity
- Name the unwanted behaviour when it occurs; refer to the expected behaviour instead
- Praise the opposite behaviour to the unwanted behaviour being displayed
- Give a verbal warning or correction and say what behaviour is required (do this in class or in private, using careful judgement as to what is most appropriate at that moment)
- Written note in journal / phone call home
- Extra work, related to the lesson, given
- Privileges withheld in the classroom
- Non-verbal responses: eg standing near the unwanted behaviour, making eye contact with the student when the behaviour occurs etc
- Seeking assistance from a colleague during a "flash point"
- Removal to a secure location of non-uniform items or mobile phone (see Uniform and

Mobile Phone Policies)

- Referral to the Year Head

The teacher should record unwanted behaviour on TYRO.

Inappropriate measures include “class punishments” and lines or sanctions which belittle the student in any way. Asking a student to attend the offices for the Deputy Principals’ supervision is a short term, emergency measure.

A student who disagrees with a teacher’s correction or sanction escalates conflict by arguing or challenging the teacher. A student who disagrees with the teacher’s view should wait until the end of class to raise his / her concerns, so that the matter can be discussed calmly, with each person having an opportunity to speak, without interrupting the learning of others. Alternatively, the student is invited to raise concerns about sanctions issued with the Year Head later.

If, over time, a student continues his / her unwanted behaviour, despite the teacher’s repeated use of his / her own classroom management techniques, the teacher may refer concerns to a parent / guardian over the telephone or by arranging a meeting. The teacher will inform the Year Head of such action and this will be recorded.

A classroom teacher has recourse to place a student on lunchtime detention, if his / her classroom management techniques do not bring about a change in behaviour.

2. Referral to the Year Head.

The Year Head’s role is primarily to guide the young person towards improved behaviour through the use of:

- Conversation
- Telephone or written communication with a parent / guardian
- Meeting with a parent / guardian
- Referral to school based behaviour modification programmes eg Friends for Life, “Effort Diary”, “My Targets Diary”, a period of being “On Report”, “Behaviour Contract”, “Discussion Document” etc
- Withdrawal of privileges
- Withdrawal of permission to attend out of school activities or trips, if a health and safety concern exists (see Excursions Policy)

- Fine for damage to property or for theft
- Lunchtime detention (after the student has had time to eat a lunch): parent / guardian will receive a text message or note in the journal (See Detention Protocols in Appendices.)

Referral to the Deputy Principal

In order to support the student, referral to the Pastoral Care Team, Guidance Counsellor, SEN Team, SNA Team, Chaplain or outside supports may be appropriate and may help to find a way of changing behaviour.

3. Referral to the Deputy Principal and Principal.

The Deputy Principal is kept informed by the Year Heads of all issues arising out of the implementation of the Code of Behaviour. In turn, the Deputy Principal will keep the Principal informed, as appropriate. When warranted, the Deputy Principal will intervene and will assist in finding ways to bring about improved behaviour, through the use of:

- Conversation
- Withdrawal from lessons (temporary)
- Withdrawal from a particular subject (temporary)
- Change of class at an appropriate time of the year
- “Time out”
- Lunchtime detention (as above)
- Recommendation of Suspension to the Principal, as per ratified Suspensions Policy
- Use of Behaviour Modification interventions (as above)
- Referral to the school Psychologist (NEPS; for behaviour or learning concerns), to the Educational Welfare Officer (Tusla; for attendance concerns) or to Duty Social Work (Tusla; for Child Protection concerns.)

Refusal, on the part of the student or his / her family, to accept sanctions agreed in this Code of Behaviour is a serious issue and will merit a higher level sanction. For example, a student who repeatedly fails to attend lunch time detention etc. This will be escalated to the next level on the ladder of referral.

Appeals are made to the next in line on the ladder of referral.

Suspensions and Expulsions Policy.

The school has a ratified Suspensions and Expulsions Policy, which is incorporated as part of this Code of Behaviour.

List of associated policies (the list is not exhaustive)

- School Tour and Excursion Policy
- Uniform Policy
- Anti-Bullying Policy
- Pastoral Care Policy
- Substance Misuse Policy
- Mobile Device Policy
- Child Safeguarding Statement
- Acceptable Use Policy
- Suspension and Expulsion Policies

