



COLÁISTE ÉAMANN RÍS

CODE OF ETHICS AND BEHAVIOUR

Introduction:

Coláiste Éamann Rís wishes to clearly set out a Code of Ethics and Behaviour for our school community which reflects the values of Edmund Rice as clearly expressed in the Edmund Rice Schools Charter.

The Code encourages active participation by all of the partners in this community – the students, the parents, school management and staff, - to ensure the Code of Ethics and Behaviour works to the benefit of all and creates an environment in which the welfare of all is protected. This code should be read in conjunction with other relevant School Policies, particularly the Anti-Bullying Policy.

The school's Code of Ethics and Behaviour is rooted in our Mission Statement which states that:

'Our school motto, Uaisleacht, evokes this spirit of service to others. We challenge each student to fulfil their unique potential as a student and a human being. The keystone idea in all our Codes is that each individual is entitled to respect but must also give respect.'

The five key elements of the Edmund Rice Charter within which our school mission, ethos and expectations are grounded are:

Nurturing Faith, Christian spirituality and Gospel-based values

Promoting Partnership

Excelling in Teaching and Learning

Creating a caring school community

Inspiring transformational leadership

The elements of the charter are at work in our school as students are encouraged to take responsibility for their own behaviour and learning, and to help create a healthy, safe and happy environment, in which everyone can learn and develop. Student leadership and innovation are encouraged and promoted. The school partners seek to promote personal dignity and safety so that all members of the school community may work and learn together, free from harassment, bullying or disruption. The school promotes a disciplined work ethos and rewards initiative. It seeks to assist students to develop their talents and skills for the benefit of all. The school acknowledges, affirms and appreciates the genuine efforts of the entire school community to make it a better place for everyone.

This Code of Ethics and Behaviour is underpinned by three principles for all members of the school community:

- We Care
- We are Respectful
- We are Responsible

Creating a positive school environment:

The Board of Management and staff in Coláiste Éamann Rís strive to maximise the likelihood of positive student behaviour. This is achieved by:

- Creating a clear set of expectations, rules and routines that are outlined in the code, taught to the students and practiced daily.
- Having high expectations of the students
- Staff modelling respectful behaviour
- Offering relevant programmes and a wide range of extra-curricular activities, thereby encouraging the engagement of all students
- Staff, starting with Subject Teachers communicating with parents about positive and negative behaviour patterns
- Being aware of relevant factors in students' lives
- Showing fairness
- Working to ensure excellent staff collaboration and staff induction

- Providing effective student support services including Pastoral Care Team, Guidance Team, SEN Support Team, Class Tutor and Year Head system.
- TY mentoring programme
- Having a comprehensive First Year Induction Programme
- Having a positive school climate
- Showing an interest in the pupils' achievements outside of school
- Maintaining a clean and tidy environment

Promoting Positive Behaviour:

We believe that noticing and affirming positive student behaviour is essential.

Teachers promote positive behaviour by using the following strategies:

- o Noticing positive behaviour
- o Class Tutor feedback
- o Points on VSware
- o Term reports
- o Note/Merit in Student Journal
- o Phone calls home
- o Positive comments to individuals
- o Acknowledging extra-curricular achievements
- o Rewarding students for high VSware points/full attendance/classwork etc.
- o VSware points prizes
- o Certificates and awards for positive behaviour and achievements

Whole school strategies to encourage and promote positive behaviour:

- o Awards Day – recognises progress, achievement, participation and effort in school.
- o Class Rewards
- o Encouraging students to participate in extracurricular activities
- o Encouraging students to participate in out of school activities (sports, clubs, societies)
- o Encouraging students to participate in school events e.g. Dramafest, Fearpark etc.
- o Encouraging students to take a leadership role in the school including Student Council and mentoring
- o Engaging lessons and activities
- o School programmes and associated initiatives: JCSP, JCPA, TY, LCA, LCVP, LC
- o Outdoor pursuits and adventure trips
- o Recognition of achievement on School Newsletter/Website/Local Media/School Social Media accounts
- o School teams entered into competitions
- o Student rewards/certificates
- o Various class visits/trips/tours
- o VSware points (positive)

School Expectations and Standards:

These are the expectations for our school community to ensure a positive and hard-working teaching and learning environment within which every student can reach their potential.

1. That you show respect, courtesy, consideration and good manners in your dealings with teachers, other staff members, visitors and the local community.

This means;

- Full cooperation with all staff members in the classroom

- Full cooperation with all staff on the corridors, the school yard and playing pitches, on the school all school grounds and environs
- Full cooperation with all staff on any school related activities.
- Not being aggressive or defiant in behaviour or language
- Not using foul language in your daily interactions with students or teachers or in the presence of any members of the school community
- Carrying out instructions
- Respectful behaviour towards staff in interactions outside of the school setting.
- Respectful behaviour towards staff in use of Social Media
- Respectful behaviour towards our local community – this applies particularly in the journey to and from school, and visits to external sites

Because

- Our school motto Uaisleacht is based on dignity, dignity for yourself and others – to be a student
- At Coláiste Éamann Rís this sense of dignity must be reflected in all actions
- Smooth running of the school environment demands it
- The opportunities for learning need to be maximised
- Mutual respect is important
- Students who bring discredit to the school by their behaviour outside the school may be subject to disciplinary action within the school

2. That you have respect and consideration for other students

This means

- Being fair to everyone
- Helping other students if they need help
- Not using foul or aggressive language with other students
- Not picking on or bullying others
- Not fighting in or out of school

- You respect the property of others

Because

- Mutual respect is important
- Everyone has the right to be treated with respect
- Bullying can cause fear, hurt and misery.
- We want our school to be a safe place
- It could cause serious injury or accidents
- Defacing/damaging school property is destructive and shows a lack of respect for the school community of which the student is a member

3. That you come to school every day and arrive on time

This means:

- That you attend every day unless it is absolutely unavoidable
- That if you miss school you bring a note in your journal and present it to your Class

Tutor and the teachers of classes you have missed if requested to do so.

- If you leave school during the day, you bring a note to the relevant Deputy Principal in the morning for permission to sign out in the school office - all students must be collected by a responsible adult.
- Students arrive in school at 8.40, with classes starting at 8.45.
- Students arriving late must have a letter/note from their parent/guardian explaining the reason why they are late
- That you arrive at all classes/school events on time and not delay on the way at lockers or in the toilets
- Lockers to be used at designated times (until 8.45am, small break and big break and at the end of the school day)
- That if you arrive late you must sign in at the school office with a note of explanation from your parents/guardians

Because:

- Time missed is hard to make up.
- The school is entitled to an explanation
- The school needs to double check whether a student's excuse is valid
- The school is responsible for you during school time
- It shows courtesy and respect to your teachers
- Good attendance and good timekeeping helps all students do well
- Good attendance and good timekeeping prepares students for the world of work
- Late arrivals impact on the teaching and learning environment

4. That you come to school in full uniform which is clean and tidy.

This means:

- That you wear the school shirt (plain white shirt), school tie, school jumper with crest, grey trousers and flat black footwear – heels are not allowed
- Students must wear the school tracksuit top with loose fitting navy tracksuit bottoms for PE and on days when the school has allowed the tracksuit to be worn
- The tracksuit top is not to be tucked in or pulled/tied back – as a rule the yellow trim at the end of the top must be visible
- That students are expected to be neat and tidy in their appearance.
- The official school jacket must be worn to and from school for first years 2020 and beyond
- Students in 2nd year students 2020/2021 and above may wear a plain black jacket.
- No other items of clothing should be worn over the uniform while on the school grounds or travelling to and from school
- Makeup, fake tan and artificial eyelashes and nails are not allowed
- Hair must not cover a student's eyes
- Students may wear one pair of small stud earrings (one stud in each ear, with the stud measuring no more than 3mm) – no other facial piercings are allowed

- While a student of the school, students agree not to get ‘visible tattoos’ . All other tattoos must remain covered at all times

Because:

- This is the uniform agreed to by students, parents and the school authorities –
Students should wear it with pride
- We all have a responsibility to maintain the image of the school – this includes travelling to and from school and other school identity situations
- Final decisions on acceptable standards of appearance and dress rest with the school management because they have to make decisions on what is best for the image and perception of the school
- Wearing the school uniform and rules regarding piercings/tattoos prepare students for the world of work

5. That you do your best to work both in class and at your homework

This means

- That you listen to and cooperate with your teachers
- That you do not disturb or disrupt the class
- That you respect that others attend school to learn
- That you do your homework each night, reading, written and oral
- That you always carry your journal and take down homework in it

Because

- The teacher has a right to teach
- All students have a right to learn
- It supports the work done in class
- It helps you to organise your homework so that you will have success in school
- It ensures a positive teaching and learning environment to achieve success.

6. That you come properly prepared for your subjects

This means

- That you have proper books, pens, copies etc
- That you respect and care for all your books and equipment.
- That you bring any special equipment needed e.g. P.E. gear, drawing equipment etc
- That you have completed projects and assignments as per deadlines
- That you go to your locker at designated times – mornings until 8.45am, small break, big lunch and at the end of the school day.

Because

- You waste time if you have not got them
- You cannot do the subject without them
- You should not disrupt the running of the classroom
- The school has support structures in place that supply pens/ copies etc. such as School Completion Programme and Home School Community Liaison therefore all students should have all equipment needed

7. That you respect the classroom and school environment

This means

- Keeping the school clean and free of litter
- Litter must be placed in the correct bins
- No drinks or food are allowed in classrooms
- No liquid Tipp-Ex
- No chewing gum
- Not returning to the school grounds after school hours, at weekends or during the holidays (unless invited to do so)

- Not marking or interfering with school furniture
- Not defacing school property
- You do not enter classrooms without a teacher being present
- You do not interfere, cause damage or remove equipment from the school grounds
- You do not use school equipment without permission or without a member of staff present
- You do not use the pitch area at small break
- You only enter the pitch via the gate in the yard area – if it is opened by a teacher
- You do not go into the alleyway behind the Home Economics room and prefab
- You do not enter the car park during school time

Because

- Everybody benefits from working in a pleasant environment
- We have a responsibility to recycle and care for the environment
- The health and safety of all members of the school community is important
- Chewing gum is unhygienic
- Liquid Tipp-Ex is messy
- School equipment is vital for teaching and learning
- Coláiste Éamann Rís is Private Property
- It is respectful to all members of our school community to have a clean learning environment
- It is important to recognise and respect the work of the support staff in maintaining a clean school environment.
- Your safety is important to us and you must only be in areas of the school that are appropriately monitored and checked by staff

8. That you have your school journal with you at all times

This means

- Your journal is visible on your desk for all classes
- You use your school journal to record all homework/classwork or study as required by each subject teacher.
- All signed notes for absences are presented in your school journal
- You may be asked by any staff member to present your journal and must do so
- You do not deface your journal or any other journal with inappropriate or personal markings in any way
- If the journal is lost you must report to your Year Head and a new journal purchased.
- Notes entered by members of staff must be signed by parent/guardian on the day that the note was given

Because

- The school journal helps you stay organised and remember the work for all your subjects
- The school journal is the primary means of communication between your teachers and home
- The school journal may be inspected by the DES inspectorate at any stage during the school year

9. That you follow the rules regarding electronic devices

Electronic devices such as laser devices etc. are strictly forbidden on the student's person. The school reserves the right to specify further items and if necessary this will be communicated to parents..

The schools Mobile Phone policy states that phones must be turned off at all times on school grounds. The school's mobile phone policy must be adhered to.

This means

- All such items are left at home
- The classroom is respected as a learning space where the teacher directs the use of technology
- Mobile phones must be powered off, not simply silenced, on entering the school grounds
- Mobile phones are only allowed if a teacher gives permission for a phone to be used to help learning and teaching
- Students wishing to contact home if they are feeling sickly must first approach the Deputy Principal who may give permission to contact home through the school office if necessary.
- The school management does not accept responsibility for loss or damage to any phones in any circumstances. Please see the school's mobile/smart phone policy

Because

- The school cannot accept responsibility for valuable items
- The school is a learning environment in which students should be fully engaged
- Students should not distract other students learning with non-school related items
- This forms part of the school's Anti Bullying Policy
- School is a learning environment and should not be disturbed or disrupted in any way
- Access to technology is teacher directed
- Mobile phones distract from proper socialising at break times

10. That you follow the school's substance use policy

The school Substance Use Policy forbids possession or use of cigarettes (including e-cigarettes) , alcohol or drugs on the school premises or while engaging in school activities. This applies also when students are in school uniform.

This means

- Smoking or vaping is not permitted on the school premises or in school identity situations (this includes travelling to and from school or any time when you may be identified as a student of our school)
- Students must not be seen in the company of another student while they are smoking/vaping
- Alcohol must not be brought to school
- Students should not attend school in an intoxicated state
- Drugs or 'legal' highs must not be taken in school or in school identity situations
- Drugs or 'legal' highs must not be brought to school
- Items that may be mistaken or made to look like drugs or 'legal' highs must not be brought to school
- Students must not 'take' or 'abuse' any substance that may alter their personality, mood or actions – this includes sharing of prescription medicines.

Because

- This is a workplace and under the Public Health (Tobacco) Acts smoking is illegal in enclosed work spaces (the school building)
- The school grounds are a smoke free area

- It is illegal for anyone under the age of 18 to buy cigarettes
- Smoking is bad for your health and those around you
- Students are less likely to smoke on their own, by not joining another student while they are smoking, we reduce the times that this student may want to smoke
- It is illegal to consume alcohol under the age of 18
- The school has a duty of care for the health and safety of all staff and students
- Drugs are illegal substances in Ireland

11. That you must attend Parent/Teacher/Student Meetings

Continuous feedback regarding student progress is an essential part of their education. Feedback to students include (but is not restricted to)

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- Assessment grades
- Notes in copy books
- Verbal feedback

Feedback to parents include (but is not restricted to)

- Viewing notes in copies and the school journal
- Assessment results
- Phone calls from staff members
- Meetings with staff

Important to this structure are the parent/teacher/student meetings held annually and included on the school's yearly calendar. It is a key part of this code that parents/guardians agree to attend these meetings with their child.

If for any reason you cannot attend the meeting, the school should be informed.

Parents/Guardians/students are required to sign in and out of this meeting.

Support will be put in place for any parent/guardian who may feel anxious regarding attending these meetings – such parents/guardians should contact the school's Home School Liaison person who will arrange support.

Because

- Parents and students need to meet subject teachers to discuss progress and development
- The meeting allows parents/students and teachers to interact with one another
- The meetings help build better relationships and allow staff to praise student achievements
- The meetings provide an opportunity for all parties to focus on areas of improvement and goal setting
- It is vital that parents/students/teachers meet together
- The school needs to know who is attending the event, who is present and who has left the building for security reasons
- We understand that some parents/guardians may find the experience overwhelming

12. That you accept that serious breaches of the code may be referred to external agencies

Where allegations of criminal behaviour are made about a student, these will usually be referred to the Gardai who have responsibility for investigating criminal matters.

SANCTIONS

PLEASE NOTE: Sanctions are a response to help students change behaviour. They are necessary to show disapproval of, and to discourage unacceptable behaviour. They help students to understand that they have choices for their own behaviour and that all choices have consequences.

A refusal to cooperate with sanctions under the School Code of Ethics Behaviour is deemed a breach of the School's Code.

In accordance with Developing a Code of Behaviour (NEWB 2008), sanctions should be proportionate to the nature and seriousness of the behaviour. Certain factors will be considered such as:

- The frequency, duration and persistence of the behaviour
- Whether it is part of an escalating pattern of poor behaviour
- The context of the behaviour, including a student's personal circumstances

For students who have been sanctioned under the School's Code of Ethics and Behaviour, up to and including suspensions, the privilege of attendance on school excursions will be reviewed.

In some cases a number of sanctions may be issued in response to student breaches of the school code.

A sanction is a form of positive intervention. Sanctions are used as part of a wider plan to help the student to learn. They are used in conjunction with pastoral support in line with our Student Support Services Policy.

When any sanction including suspension is completed, a student should be given the opportunity and support for a fresh start. Although every case will be dealt with on its merits, the school management may take account of previous records of good and/or poor behaviour in the school in the same academic year. Students will be given the opportunity for a fresh start at the commencement of each academic year.

The following sanctions do not represent an exhaustive list

- Contact with parents
- Consider the withdrawal of the privilege of attendance on school excursions.

- Repair or replacement of property damaged by students must be paid for by them. Student lockers should be locked at all times.
- Verbal Warning
- Note in Journal
- Report Card(s)
- Lunchtime detention and/or Community Service
- After School Detention and/or Community Service
- Internal Suspension
- Suspension
- Expulsion

Student Support Services

A range of student support services are available in the school; students will be encouraged to engage in these services:

- Counselling
- Mentoring
- Check and Connect (targeted criteria applies – limited places)
- Home School Community Liaison (targeted criteria applies – limited places)
- Behaviour for Learning (targeted criteria applies – limited places)
- School Completion Programme (targeted criteria applies – limited places)
- Recommendation to engage in external services

Support for Parents/Guardians

- Parents/Guardians will be notified of courses/talks organised by our HSCL and SCP services
- External support services

On breach of school rules:

Students will be issued with a verbal warning by the teacher.

In addition to a verbal warning a teacher may:

- a) Have a quiet word with student
- b) Remind the student of choice and consequence of behaviour
- c) Assign new seating arrangements
- d) Assign extra subject based work
- e) Confiscate contraband items eg earrings/phones
- f) Insist that the student presents apology/work before the next class with the subject teacher
- g) Liaise with Class Tutor, Guidance Counselor or Year Head as appropriate if ongoing concerns on student's engagement with classwork
- h) Document on Vsware that a verbal warning was given and the reason why – each entry on Vsware either adds or deducts points. The value of points have been carefully considered and commensurate with the level of action

2. On a further breach in the class or over a period of time, the teacher will issue a note in the student's journal that must be signed by parents. It is the student's responsibility to return the signed note to the issuing teacher at the beginning of the next class. Failure to produce a signed note may result in further sanctions and another entry on Vsware.

3. Subject teachers may call home to inform parents of misbehaviour or lack of engagement

4. Subject teachers may hold the student back after school for a period not longer than 15 minutes

5. Subject teacher may place the student on detention supervised by the subject teacher (24 hours notice will be given to parents/guardians (unless covered in point 4)

6. If a student has an accumulation of negative Vsware citations, or if single events are considered as a serious breach of the code of ethics and behaviour, the Year Head may place the student on detention. This sanction will be communicated to parents. Early intervention by the Year Head may be deemed necessary at any stage and is done so at the discretion of the school.

7. Negative behaviour that continues after the above steps, or if the negative behaviour is deemed as a serious breach of the code of ethics and behaviour, will be dealt with by the school authorities invoking the school's card system

Card System

Coláiste Éamann Rís operates a three coloured card system to monitor student behaviour. The card system is a tiered approach to improve student behaviour and an opportunity to reward positive behaviour.

The school uses three coloured cards; green, yellow, red.

Cards are given to students and are to be handed by the student to subject teachers for every lesson.

A card lasts for five school days unless otherwise specified.

A card is complete after every available period (28 slots) are filled unless otherwise specified.

Teachers enter positive or negative comments onto the card, or just a signature. The card must be signed by parents/guardians after every school day.

The cards are used to closely monitor a student's behaviour/performance over a number of days. By signing the card each day, parents/guardians will be kept informed as to how well the student has performed that day.

For every full day completed with no negative marks, a student will be awarded 5 Vsware points – these are added as a way to encourage good behaviour and as a way for the student to 'gain back' the points lost by committing the initial offences.

The cards must not be bent and must be kept neat and tidy. This is a serious document and The card system is central to our code of ethics and behaviour and operates as follows:the student must treat it in such a way that demonstrates the seriousness of the card system, and in turn the student's understanding of the seriousness of the card process.

Stage one

As above subject teachers remain responsible for their own classroom management; subject teachers will employ various strategies (verbal warning, note in journal, checking if note was signed, phone call home, liaise with school support teachers {Resource/BFL/Guidance etc.}) before consulting with the Class Tutors

When an issue is brought to a Class Tutor, the Class Tutor will in most cases will follow these steps under stage one:

1. Consult with VSware to gain a full picture of the student's behaviour and consult with school support teachers {Resource/BFL/Guidance etc.} Consult a weekly pastoral care list to see if the student is a cause for concern.
2. Call the student's home – if the phone call home does not improve the student's behaviour, or after repeated attempts contact cannot be made, the Tutor will move on to step 3
3. Pass the student's name on to the Year Head for detention

If, following detention, the student continues to disrupt class, the student is moved onto stage two:

Stage two (Class Tutor – Green Card)

The student is placed on a Green Monitoring Card by the Class Tutor.

The Green Monitoring Card lasts for five in class school days (unless otherwise specified) and must be signed each night by a parent/guardian.

In most cases A Green Card will only be issued after all the phases of stage one have been completed with a 'cooling off' time in between steps. However, there may be occasions when Class Tutors decide that the behavior of the student needs to be addressed directly within the card system. This will be done, with the approval of the Year Head.

The purpose of the card is to monitor student behaviour (in tandem with VSware) and to help the student to model good behaviour and positive participation in lessons.

The Green Monitoring Card will state the reason the card was issued and positive aims for the student to focus on for the duration of the monitoring period.

It will be recorded on VSWare that a student was placed on a Green Monitoring Card.

The card will not be kept on the students file.

For each day completed in a positive/successful way; positive VSware points are earned this is equal to 5 points per day – a student who completes a Green Monitoring Card successfully could gain max 25 points,

If the Class Tutor deems that the student has not satisfactorily completed a Green Monitoring Card the matter should be referred to the Year Head – who may advise to repeat stage two or proceed to stage three.

Stage three (Year Head – Yellow Card)

The Year Head will issue a Yellow Report Card to students who have not completed a Green Monitoring Card in a satisfactory way. A Yellow Report Card lasts for five in class school days/ 28 periods unless otherwise specified.

At their discretion, and for more serious breaches of the code of behaviour, Year Heads may issue a Yellow Card and skip stages one and two e.g. students returning from suspension will be placed on a Yellow Card.

A meeting between the parents/guardians, student and the Year Head will be organised before a Yellow Card is issued.

If contact cannot be made with the parent/guardian the school reserves the right to place the student on internal suspension until a meeting is organised or parents/guardians contacted – this is to ensure that the student’s behaviour can be addressed by the parent/guardian before the student has an opportunity to offend again.

The Yellow Report Card is similar to a Green Monitoring Card insofar as it must be given to every subject teacher at the start of each lesson, and it must be signed by the parent/guardian each day.

The card must also not be bent or damaged as described for the Green Monitoring Card.

For each day completed in a positive/successful way; positive VSware points are earned this is equal to 5 points per day – a student who completes a Green Monitoring Card successfully could gain max 25 points.

The Yellow Report Card is however more serious and will be retained on the student’s permanent record. The Yellow Report Card is a serious escalation in the school’s card system.

When a Yellow Report Card is completed in a satisfactory way, the student is placed on a Green Monitoring Card under Stage two, until being phased out of the card system program.

If the Year Head deems that the student has not satisfactorily completed a Yellow Report Card, the student will be placed on a second Yellow Report Card

When a student fails to complete two Yellow Cards in quick succession successfully/satisfactorily the student should be referred to the Deputy Principal.

Stage four (Deputy Principal – Internal Suspension)

Students who fail to complete two consecutive Yellow Report Cards are referred to the Deputy Principal. This is a serious escalation of the school’s code of discipline

Parents/guardians will be notified and a meeting organized.

Students referred to the Deputy Principal may be placed on internal suspension.

In some cases, owing to the seriousness of the offence, a student may be placed on Internal Suspension before the parents/guardians have been notified. The school will make every effort to contact the parent/guardian as soon as possible.

Internal Suspension takes two forms and is decided upon at the discretion of the Deputy Principal:

1. The student follows the timetable of another class to follow for the day and is given work to complete.
2. The student attends school each day to complete work assigned by subject teachers while being observed by the Deputy Principal.

Internal Suspension is a serious escalation within the discipline process and this will be explained to the parents/guardians and the student. However, Internal Suspension is not an exclusion or suspension from school, it is a preventative intervention for students to help students who would be suspended if this measure/intervention was not in place.

School supports continue to be available to the student at this time – for example the student will continue to engage in counselling and behaviour support groups, they will continue to meet their tutor and Year Head for check and connect sessions. In some cases, at the request of a subject teacher, the student may attend classes for the purpose of completing course work etc.

Internal Suspension may be 1 to 3 consecutive days and will provide the student with an opportunity to:

- to reassess their own behaviour
- to reflect on previous behaviour and actions
- to meet with support staff and engage with services
- to talk to support staff and management about their actions
- to rebuild relationships with staff and students
- to organise and ‘catch up’ on work missed due to poor behaviour
- to ensure all equipment and books are organised and ready (supported by HSCL and SCP)
- to prepare for a fresh state
- to re engage with teaching and learning under a structured approach

This intervention will also ensure that the student continues to engage in school. The Board of Management recognises that Coláiste Éamann Rís may be one of only a few protective

factors in a student's life and that the act of excluding the student from the school environment will remove this potential positive influence. However, the school will have no choice but to proceed to actual suspension for students who do not respond or engage with this process.

Students returning from Internal Suspension are placed on a Yellow Card by the Deputy Principal.

A condition of returning from Internal Suspension is that the student must meet with the school's counsellor.

The Yellow Card must be signed by parents/guardians each day.

Students must present themselves their card in person to the Deputy Principal before and after school each day – this will involve the student coming to school earlier and leaving later for the duration of the Yellow Card.

Unsatisfactory completion of a Yellow Card issued will result in further Internal Suspensions or an escalation to stage five.

Stage five (Principal - Suspension)

In cases where a student has not responded to the interventions and strategies in previous stages the Deputy Principal will refer the student to the Principal with a recommendation for suspension.

Suspension from school is a serious escalation of the disciplinary system and will be recorded on the student's file and reported to the Board of Management.

Suspension affords a student time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour and to accept the need for the behaviour to change.

Suspensions also affords the school an opportunity to organise appropriate support and intervention strategies for the student going forward.

Suspension should be a proportionate response to the behaviour that is causing concern.

However, the Board of Management acknowledges that suspension can be counterproductive if used without a clear rationale or without measuring its impact and value. The Principal as decision maker will consider the risk of any unwanted outcomes from suspension, such as an increased sense of alienation from school that could lead to a cycle of behavioural and academic problems.

Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked.

The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence in the school may at this time constitutes a threat to safety
- the student is responsible for serious damage to property.
- The student is, or may be, responsible for injury or hurt to others or themselves'
- The student's continued presence in the school at this time harms the good name and/or good governance of the school

A single incident of serious misconduct may be grounds for suspension.

Fair procedures based on the principles of natural justice will be followed when proposing to suspend or expel a student.

The requirement for fair procedures derives from the Constitution of Ireland, international Conventions and case law.

Fair procedures have two essential parts:

- the right to be heard
- the right to impartiality.

The right to be heard means:

- the right to know that the alleged misbehaviour is being investigated
- the right to know the details of the allegations being made and any other information that will be taken into account
- the right to know how the issue will be decided
- the right to respond to the allegations
- where the possible sanction is of a serious nature, the right to be heard by the decision-making body
- where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The right to impartiality means:

- the right to an absence of bias in the decision-maker
- the right to impartiality in the investigation and the decision-making.

Freedom from bias entails ensuring that a person with an interest in the matter is not involved in the investigation or decision-making.

Fair procedures apply to:

- the investigation of alleged misbehaviour that may lead to suspension or expulsion and
- the process of decision-making as to

(a) whether the student did engage in the misbehaviour and

(b) what sanction to impose.

The principle of impartiality in decision-making means that where possible, the Principal will arrange for another member or members of staff to conduct the investigation and to present a full report on the facts of the case and any other relevant information to the Principal.

The Principal will then be free to take a view about whether the student did engage in the behaviour and about the sanction, based on the report of the investigation.

In circumstances where the Principal has conducted the investigation as well as making a finding and proposing the sanction, he not only acts fairly but is seen to act fairly. It is incumbent upon the Principal to review the investigation to ensure that it has been fully and fairly conducted.

It will be made evident to the student, parents, staff and other students that the Principal, as decision-maker, is basing their decision, in an objective way, on the findings of the investigation.

A person alleging the misbehaviour, or who is a victim, or a witness will not usually conduct the investigation

In cases where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- inform the student and their parents about the complaint
- give parents and students an opportunity to respond.

Inform the student and parents

The student and their parents will be informed about the complaint, how it will be investigated, and that it could result in suspension. Parents may be informed by phone or in writing, depending on the seriousness of the matter. The communication will be recorded on VSWare.

Parents and student's opportunity to respond

Following receipt by the Principal of a finished investigation, parents/guardians will be called to a meeting with the Principal.

A student may not attend classes until a meeting with parents/guardians is held, as a result the student will be placed on internal suspension. The school will organise meetings in a timely fashion but must ensure that there has been time to conduct a full investigation.

The Principal may suspend students from school for 1 to 3 days. However, the Board of Management has authorised that the Principal, with the approval of the Chairperson of the Board of Management, to impose a suspension of up to 5 days in circumstances where a meeting of the Board cannot be convened in a timely fashion.

Forms of suspension

Immediate suspension

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. Fair procedures must still be applied but a student will be suspended on health and safety grounds pending an investigation.

Students may be suspended until a Board of Management meeting is convened.

Suspensions greater than five school days will be reported to the Educational Welfare Officer.

Suspension during a State Examination

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

- a threat to good order in the conduct of the examination
- a threat to the safety of other students and personnel
- a threat to the right of other students to do their examination in a calm atmosphere.

The sanction should be a proportionate response to the behaviour. This sanction will be treated like any other suspension, and the principles and fair procedures governing suspensions should be applied. The DES Best Practice Guidelines concerning Certificate Examinations offer guidance to schools.

'Automatic' suspension

The Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and students, that

particular named behaviours incur suspension as a sanction. However, a general decision to impose suspension for named behaviours will still follow due process and fair procedures in each case.

Named behaviours include:

- Violence towards staff and students
- Verbal Abuse directed towards a staff member
- Damage to school property
- Smoking/vaping on school property
- Any and all Illegal activity

Students should not usually be suspended for:

- poor academic performance
- poor attendance or lateness
- minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive to learning or potentially dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

Rolling suspension

A student should not be suspended again shortly after they return to school unless:

- they engage in serious misbehaviour that warrants suspension and
- fair procedures are observed in full and
- The standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other student.

Re-integrating the student

The Year Head will devise a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure.

Coláiste Eamann Rís Board of Management recognises that successful reintegration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour.

Where possible, the school should arrange for a member of staff to provide support to the student during the reintegration process.

The student will also be expected to engage with the school's counselling services.

Clean slate

When any sanction, including suspension, is completed, a student will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this student as of all other students.

To support the student's reintroduction to the school community, students returning from a Principal enforced suspension are placed on a Yellow Report Card by the Year Head. If a yellow card is unsatisfactory the student will be suspended again.

In this way, stage four and five may be revisited.

However, in cases where improvement has not been observed, the school will move to Stage six.

Stage six (Board of Management – all sanctions up to and including expulsion)

The student and their parents/guardians will be called to a meeting of The Board of Management where all sanctions up to and including expulsion are considered.

The school will give parents a week or longer for notice of this meeting to allow parents to prepare for the meeting.

Students returning from a Board enforced suspension should be placed on a Red Card by the Deputy Principal.

Following successful completion of a red card, the student moves down the card system.

Unsatisfactory completion will result in the student attending another meeting of the Board of Management

Expulsion:

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

Expulsion should be a proportionate response to the student's behaviour.

Students may be expelled for a first offence if gross negligence/misconduct.

Expulsion of a student is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour.

The school should have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

- meeting with parents and the student to try to find ways of helping the student to change their behaviour
- making sure that the student understands the possible consequences of their behaviour, if it should persist
- ensuring that all other possible options have been tried
- seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

A proposal to expel a student requires serious grounds such as that:

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school constitutes a real and significant threat to safety
- That the student's presence/challenging behaviour is having an adverse effect on the wellbeing/mental health/learning/teaching of other students
- the student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension.

In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, the school will have tried a series of other interventions, and come to the decision that we have exhausted all possibilities for changing the student's behaviour.

It is important to note that Coláiste Éamann Rís has a health and safety duty of care to all its staff and students – expulsions will be mindful of this.

‘Automatic’ expulsion

The Board of Management has decided that particular named behaviours incur expulsion as a sanction. However, this does not exclude the duty to follow due process and fair procedures.

Named behaviours that incur expulsion include:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault causing serious harm
- possession and supply of illegal drugs to other students in the school
- sexual assault

Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence.

The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault
- Gross negligence/misconduct

Determining the appropriateness of expelling a student

Given the seriousness of expulsion as a sanction the Board of Management will undertake a very detailed review of a range of factors in deciding whether to expel a student in line with page 82 Developing a Code of Behaviour for schools

Procedures in respect of expulsion Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student (see 10.3 and 10.4 for information about fair procedures). Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.

6. Confirmation of the decision to expel.

Step 1: A detailed investigation carried out under the direction of the Principal

In investigating an allegation, in line with fair procedures, the Principal will:

- inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed. Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. It will be made clear as to what their son or daughter is alleged to have done and will underline to parents/guardians the seriousness with which the school views the alleged misbehaviour.

Parents and the student will have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed.

Where expulsion may result from an investigation, a meeting with the student and their parents will be held to provide the opportunity for all parties to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts.

It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour.

If a student and their parents fail to attend the meeting, the Principal will write advising of the gravity of the matter, the importance of attending a rescheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour.

The school will record the invitation issued to parents and their response.

Step 2: A recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion.

The Principal will:

- inform the parents and the student that the Board of Management is being asked to consider expulsion

- ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.

The Board will undertake its own review of all documentation and the circumstances of the case. The board will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, will put their case to the Board in each other's presence.

Each party will be allowed to question the evidence of the other party directly.

The meeting will also be an opportunity for parents to make their case for lessening the sanction.

In the conduct of the hearing, the Board will take care to ensure that they are, and are seen to be, impartial as between the Principal and the student.

Parents may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

Step 4: Board of Management deliberations and actions following the hearing

Having heard from all the parties, the Board will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction. Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The Board of Management will refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

The Board will inform the parents in writing about its conclusions and the next steps in the process.

Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer will:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities. In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education. Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)). A Board may consider it appropriate to suspend a during this time.

Suspension will only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel (this task may be delegated to the Chairperson and the Principal).

Parents/guardians should be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal.

A formal record will be made of the decision to expel the student.

Appeals

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

Important: The school reserves the right to enforce some or all of these stages. Any students guilty of a breach of the code of behaviour may, at the Principal's decision, be recommended to the BOM for serious suspension or expulsion immediately, thereby bypassing these stages.

School Investigations

For incidents that occur outside of school time or away from the school premises – if a connection to the school can be established – the school reserves the right to apply this policy to that incident or occurrence. The Principal and Deputy Principal will decide this.

CCTV recordings can and will be used for disciplinary purposes as outlined in the school's CCTV policy.

The school acknowledges that it does not own the data of any recordings or images (other than those recorded on the school's CCTV system) of school incidents and occurrences that may occur inside or outside school premises/hours. However, such evidence may be used during an investigation – with the first step being a decision as to whether or not it is reasonable that the footage/image is authentic. In doing this, the investigator may seek to have other witnesses confirm the legitimacy of such recordings/images.

- The school may also make their own copy of videos/images by:
- Having the video/image sent to the school
- Filming the video from a school device as it plays on another device
- Taking a photo of the original

- Screenshots

Lunchtime Detentions

Any member of staff may place a student on lunchtime detention. In normal circumstances lunchtime detention will only be applied after the student has received a number of verbal reprimands. Normally a student will be informed a day in advance of their detention and it will be noted in their journal. However, an immediate detention may be imposed if the situation warrants it.

Lunchtime detention lasts 20 minutes. Students are allowed 5 minutes at the beginning of their lunch break and are allowed 5 minutes at the end. The detention room will be supervised by a teacher who will record all who are present in the detention book and assign work for them to complete. This work must be attempted and handed back up to the teacher. Students must present their school journal to the supervising teacher to have it signed. Students who fail to turn up for detention, or arrive late, or do not follow the direction of the teacher in charge, or in any way disrupt the detention room may be faced with serving a further sanction.

Only the Year Head, Deputy Principal or Principal may place a student on school based community service either during lunch time or after school

After School Detention:

Teacher Detention

Any member of staff may hold their own detention after school. Detention comes in two forms:

- Students may be 'kept back' after school for 15 minutes without notice being given to the parents/guardians.
- Up to one hour – parents/guardians will be notified

The detention will be recorded on Vsware.

Tuesday, Wednesday & Thursday Detention

A student can only be placed on this detention by the Principal, Deputy Principal or his Year Head. A standard text is issued to parents notifying them of the date and time of the detention. Copies of the relevant documentation that led to the sanction being issued are kept on Vsware. In normal circumstances after school detention will only be applied after a number of lesser sanctions have been served, however in cases of serious breaches of the school Code of Ethics and Behaviour the student can be placed on afterschool detention without having served a lesser sanction.

Detention lasts 1 hour. After school detention or community service can also be served on Wednesdays from 1:03 to 2:03 pm. and Tuesdays and Thursdays 3.29 -4.29pm. The detention room will be supervised, the names of those present will be recorded and work will be assigned for students to complete. This work must be attempted and handed back up to the person in charge. Students who fail to turn up for detention, or arrive late, or do not follow the direction of the person in charge, or in any way disrupt the detention room may be faced with serving a further sanction up to and including suspension.

Other

In some circumstances it may be necessary to keep students back after school for longer than 15 minutes without giving notice to the parents e.g. for health and safety reasons, conducting an investigation.

Attendance and Punctuality:

Progress at school requires the best level of attendance and punctuality, as both are essential for efficient class work. Regular and punctual attendance is therefore required of all students.

1. Students who are absent from class (for a full day or part of the day) must bring a note from their parents/guardians and present it to the Class Tutor and to the Subject Teachers if requested to do so. This note should be produced on the day that they return to school.
2. In cases where parents/guardians know in advance that a student will be absent for a period, they should contact the school by phone. Should you telephone the school explaining your child's absence, a written note is still expected on his return.
3. Parents/guardians must give the school a telephone number for emergency use e.g. When a student becomes ill and has to be sent home, we must contact the parents/guardians wherever they are.
4. Supervision of students begins at 8:45 am. No responsibility is accepted for students arriving before this time. There is no supervision after school. Students are expected to be in school by 8:40 am and 1:40 pm.

Repeated lateness will result in detention issued by year head.

The same level of courtesy and respect which we demand from the students in school is required at all times while travelling or waiting for the bus. Any misdemeanors will result in sanctions.

School Property and Environment:

1. Students are allowed go to the yard on dry days at small break and big lunch
2. Access to the pitch is only allowed at big lunch – access to which is through the gate in the yard. Students may not bring food or drinks onto the pitch
3. The carpark and front of the building is of bounds to students from 8.45 – 3.29 Monday, Tuesday, Thursday and Friday and 1.03 on Wednesdays.
4. We are all responsible for litter. Students are expected to help in achieving a hygienic and pleasant environment in and around the school. To this end students are asked to recycle waste and litter in the appropriate bins.
5. Students who are deemed to be guilty of defacing school furniture or school property either inside or outside the school during school time will be subject to serious sanction up to and including suspension.
6. All students may be requested on occasion to participate in the school's multiple flags initiatives or other civic initiatives to promote a clean working environment for the school and the local community.

Supervised Study:

1. Study will begin promptly at 4:00 pm and conclude at 6:00 pm on Monday, Tuesday and Thursday.
2. Eating and drinking is not allowed during study.
3. Students must present in uniform and have all their own books for study and be silent at all times.

Supervised study is an integral part of the school's programme and every student who enrolls for supervised study automatically accepts the above rules. Any student who is in breach of these rules may be excluded from study during the current term with loss of deposit and not permitted to apply in the terms following

Serious breaches of the Code of Behaviour include, but are not limited to:

Endangering the safety or health of any member of the school community.

Disrespect or defiance towards or harassment or intimidation of a member of staff or the bullying of another member of the school community.

Possession, use, or supply of prohibited substances (including alcohol, drugs, or associated paraphernalia) in the school, on school trips, or in the course of any school-related activity e.g. school matches. Exceptions will be made only for legitimate medicinal use with the prior notification of the school authorities.

Deliberate vandalism, including the writing of graffiti, in relation to school property or the property of a member of the school community or buses hired by the school.

Interference with or persistent disruption of teaching and learning.

Refusal to obey clear and reasonable instructions of staff members on a repeated basis.

Smoking anywhere inside or in the immediate vicinity of the school grounds.

The use of obscene, abusive, or otherwise inappropriate language.

Stealing, fighting, or the possession of offensive weapons. In addition to being serious breaches that incur suspension, these are criminal offences that will be reported to the appropriate authorities.

Tarnishing the good name and reputation of the school.

Truancy.

Gross negligence/misconduct

The Code of Ethics and Behaviour will apply in the same way to student behaviour at events off the school campus.

Less serious breaches of the Code of Behaviour include,

but are not limited to:

Eating or drinking in class or other areas not designated for food and beverage consumption.

Failure to complete assigned homework.

Such classroom disruption as inattention, talking without permission, passing notes, and failure to have the books and equipment required for class.

Running, shouting, or horseplay of any description anywhere in the school.

Being late for school or classes.

Use of mobile phones or possession of a mobile phone on the school premises.

Loitering in the toilets.

Not wearing the full school uniform.

Wearing makeup

Wearing of jewellery beyond what is allowed

By signing up to the Code of Ethics and behaviour, it confirms that I have read and understand the contents and implications of the document. I recognise that placement in the school is based on agreeing to the rules and regulations set out and that behaviour contrary to the ethics of Coláiste Éamann Rís will be dealt with as per the processes outlined.

Signed: _____

(Parent)

Signed: _____

(Student)