



Coláiste Chríost Rí

Code of Positive Behaviour: Smacht agus Béasa

**2010
(REVISED 2013)
(REVISED 2016)
(REVISED 2020)
(REVISED 2024)**

Introduction & Mission Statement

Coláiste Chríost Rí's Code of Positive Behaviour is based around several foundational principles; respect, natural justice, the right to be heard, fairness, consistency, empathy, personal responsibility, and professionalism. These expectations were arrived at after careful discussion with students, staff, parents, and management. The expectations for behaviour in this code apply to all students in the school during school time, on the way to and from school, in attendance at a school activity/extra-curricular activity and on school tours both at home and abroad.

This Code of Positive Behaviour has been drawn up in consultation with all the school partners, including the Board of Management, staff, parents/guardians, and students. This Code has been developed in line with the mission statement of Coláiste Chríost Rí whose ethos and philosophy, has at its core a Christian humanism rooted in the person and teachings of Christ and which has at heart the freedom of and respect for the individual.

Mission Statement

Coláiste Chríost Rí is an evolving inclusive Christian community committed to Catholic education in the Presentation Brothers' tradition; we pursue academic and sporting excellence within a unique Gaelic culture and tradition. Our Curriculum maintains a creative balance between preparation for the workplace and the development of the person.

Development of Code.

Understanding Behaviour

An understanding of the factors that influence behaviour is fundamental to developing and implementing the school's code of positive behaviour. Learning, relationships, and behaviour are inextricably linked. The two categories of factors that influence behaviour are: School life is fundamentally social and individual students and teachers are part of the many groups and subgroups in the course of a single day. The dynamics that operate within and between these groups are very powerful and are themselves significant influences on individual and group behaviour. The social aspect of school is an important factor. A knowledge of the influences and the relationships within groups is essential to effectively implement this code of positive behaviour.

Coláiste Chríost Rí

Code of Positive Behaviour 2024

The Board of Management of Coláiste Chríost Rí, in exercise of the powers conferred upon it by Section 23 of the Education (Welfare) Act 2000, following consultation with the persons specified in that section of the said Act and having regard to the relevant guidelines published by the National Education Welfare Board, hereby makes the following Code of Positive Behaviour. This Code of Positive Behaviour may be cited as the Coláiste Chríost Rí Code of Positive Behaviour 2024, or in abbreviated form as “CCRCPB 2024” (hereinafter referred to as “the Code”) and shall come into operation on 01/04/2024.

In nine parts, the Code is set out as follows:

1. General Principles and Parameters
2. Behavioural Standards and Expectations
3. Detailed Provisions of the Code
4. Communicating the Code
5. Promoting Positive Behaviour
6. Responding to Unacceptable Behaviour
7. Suspensions
8. Expulsions
9. Appendices

SECTION 1

General Principles and Parameters

[The school reserves the right of interpretation and revision of this code.]

Rationale

Many people work together in the school each day and therefore a high level of courtesy and consideration for others is necessary. This Code is based on the recognition of each member of the School Community as an individual and yet creates an environment in which the welfare of all should be protected.

Coláiste Chríost Rí is a community of mind and heart where we bond together through shared vision, values, and goals. In such a community, expectations of acceptable behaviour need to be clear.

Our school acknowledges the contribution of all members of the school community. Each member has a responsibility for the promotion of positive behaviour and a role in dealing with and minimizing negative behaviour.

In creating and maintaining an environment so that our school may function to the benefit of all students, certain responsibilities are set before the students. It is the belief of Coláiste Chríost Rí that good school and classroom management is aimed at educating students to take responsibility for themselves.

Co-operation between staff, students and parents is crucial in shaping attitudes that produce good behaviour in schools. Home and school can be positive influences in a young person's life, together we can help our students grow to maturity in an often confusing and insecure modern world. Each of the school partners has a distinctive role to play in this whole enterprise.

Roles and Responsibilities

Goals/ Objectives

The aims of our Code of Positive Behaviour are:

- to create a safe, secure learning environment for all by promoting a sense of mutual respect among all members of the school community
- to have effective procedures in place which allow for the safe and efficient day-to-day running of the school, and which meet the demands of current legislation
- to promote positive behaviour and self-discipline
- To promote a pro-active stance by students in achieving positive behaviour
- to allow for the appropriate involvement of all school personnel
- to ensure understanding by the parents, students, staff and management of the Code of Positive Behaviour and the reasons for it

- to outline strategies to be used to discourage undesirable behaviour and the ways in which positive behaviour is acknowledged
- to outline the structure of fair, consistent and agreed sanctions that will be used in response to undesirable behaviour
- to outline the interventions to be used when a student behaves poorly

Our school Code of Positive Behaviour, therefore, is based on respect for oneself, for others and for our environment, so that a positive and cooperative school atmosphere prevails.

Students

- The school expects that students will always strive to uphold the Code of Positive Behaviour in our school
- Students are given responsibility and are encouraged to understand why the Code of Positive Behaviour is important

Parents/Guardians

The school acknowledges the role of parents/guardians as central partners in the development and operation of the Code of Positive Behaviour and expects them to support the code and encourage their son(s) to uphold it.

We warmly welcome contact between home and school and encourage all parents/guardians to participate in school life.

Parents have a responsibility to be familiar with and support the code's provisions and must encourage their son(s) to uphold all aspects of the Code.

Staff

Staff includes Teachers, SNA's, Ancillary Staff, Visitors and Guests

Coláiste Chríost Rí seeks to achieve consistency in promoting good behaviour. This can be achieved by promoting mutually respectful relationships between students and staff by ensuring that;

- The Code is implemented in a fair and just way
- Standards are clear, consistent, and widely understood and high expectations are set
- The school promotes and affirms good behaviour.
- Adults model the behaviour expected from students
- Clear boundaries and rules for students are set
- Students are affirmed through recognition of good behaviour
- Positive feedback is given on a regular basis
- Staff encourage students to take responsibility for treating people with dignity and respect
- Students are involved in the preparation of school and classroom rules

The Board reserves the right to publish an informal summary of the foregoing Behavioural Standards expressed in appropriate language for dissemination to Students.

Board of Management

The Board of Management is the decision-taking body of the school. Coláiste Chríost Rí acknowledges its role in the development and operation of our Code of Positive Behaviour. All policies are developed with the authority of the Board of Management and must be approved by its members before becoming official school policy.

While members of the Board of Management are not involved in the day-to-day procedures, it is the body to whom parents/guardians and students over 18 can appeal in cases of suspension or permanent exclusion

Scope of Code

This Code applies to students of Coláiste Chríost Rí and relates to

- All school activities whether during or outside normal school hours
- School tours and outings
- All situations and occasions where students are acting in the name of the Coláiste Chríost Rí
- Any situation where the use/misuse of a Social Media platform shows disrespect towards a member of the Coláiste Chríost Rí school community or others.
- Any conflict which arises in school from a situation which has occurred outside of school
- All situations where students interact with visitors to, or guests of, Coláiste Chríost Rí.
- Where a student when outside the school and is identifiable as a student of Coláiste Chríost Rí, behaves in a manner that reflects negatively on the good name of the school
- Where a student when outside of the school shows disrespect towards a member of the Coláiste Chríost Rí community

Section 2

Behavioural Standards & Expectations

In general, all members of the School Community are expected to conduct themselves in a lawful, ethical, safe, respectful, and responsible manner, always recognising the rights of others.

Students are expected:

- to take responsibility for their own behaviour and learning;
- to read and understand the provisions of this code and indicate their acceptance of same by signing the code as appropriate
- to behave in a manner that respects the rights of other members of the school community, especially other students' rights to learn and the teachers' rights to teach.
- to comply with any direction given by a staff member, the Principal or Deputy Principal unless the student has lawful authority or reasonable excuse for not so complying;
- to observe the provisions of this Code and all applicable school policies when in school and on school outings/tours etc
- to observe the provisions of this Code and all applicable school policies while wearing the school uniform outside the school premises.
- to take a proactive stance in encouraging and promoting good behaviour
- to get involved and support community-based projects such as Meitheal, Green School, Gaisce, Young Social Innovators etc.

If a student is feeling under pressure, stressed, or overwhelmed they are encouraged to self-refer to the counselling services available in Coláiste Chríost Rí,

Parents/Guardians are expected:

- to show an active interest in their son's schooling and progress
- to read and understand the provisions of this code and indicate their acceptance and support of same by signing the code as appropriate
- to encourage their son(s) to positively participate and promote good behaviour in the school
- to co-operate with the Principal, Deputy Principal, teachers, and staff in achieving the best outcome for their son(s)
- to support the Principal, Deputy Principal, teachers, and staff in maintaining a safe and respectful learning environment for all students:
- to initiate and maintain constructive communication and relationships with the Principal, Deputy Principal, teachers and staff regarding their son's learning, wellbeing, and behaviour;
- to contribute positively to behaviour support plans that concern their son(s).

Teachers are expected to

- comply with the applicable *Codes of Professional Conduct for Teachers* as published from time to time by the Teaching Council under the Teaching Council Acts 2001 to 2015
- operate and implement the Code of Behaviour in an even-handed and respectful way which shows fairness and consistency
- support the ethos of Coláiste Chríost Rí
- act as positive role models for the students
- be fully aware of their role as a mandated person
- be compliant with all child protection regulations including Garda Vetting
- be fully aware of and compliant with school safety procedures and protocols
- Be aware of their responsibilities around GDPR

Staff are expected to

- act as positive role models for the students
- operate and implement the Code of Positive Behaviour in an even-handed and respectful way which shows fairness and consistency
- support the ethos of Coláiste Chríost Rí
- be fully aware of and compliant with all child protection regulations
- be fully aware of and compliant with school safety procedures and protocols

Section 3

Detailed Provisions of the Code

Preliminary remarks:

- It is not possible to be definitive or exhaustive about the range of circumstances that may give rise to the initiation of disciplinary action by the school
- An incidence of unacceptable behaviour may be trivial in itself but through frequent repetition can become a significant issue as it may impact negatively on class progress or upon the individual concerned

However, in order that our standards for behaviour may be implemented with fairness and consistency we bring the following aspects of the Code of Positive Behaviour to your attention.

Attendance

It is the essential nature of a school that each student would be in attendance every day to ensure that they make the most of their educational opportunities, get a full and rounded education, develop their skills and talents, and be prepared for further education and life after school.

- If a student is absent parents are expected to inform the school by submitting a note on the school administration system or by calling the office on 0214274904
- On the students return to school after an absence, Parents/Guardians should, if not already done on the school administration system, communicate the reason for the absence to the school via a written, signed note in the student journal.

- It is the responsibility of the student to ensure that he gives the absent note to the Deputy Principal immediately on his return to school.
 - **When a student is absent due to illness, school activity or for other reasons, he is responsible for catching up on the work missed.** Coláiste Chríost Rí understands that exceptional circumstances may arise that will impede the ability of a student to attend school and/or to do schoolwork.
 - Absence without express permission of Parents/Guardians is regarded as a serious breach of the Code of Positive Behaviour
 - All absences from school will be recorded on the school administration system
 - In accordance with the school's obligations with reference to the Welfare Act, all absences of more than 20 school days will be reported to the National Education Welfare Board / Túsla.
 - In the interests of continuity and effective learning, the school calendar (scheduled school days) should be observed. Any requests for permission to be absent (family holidays etc.) should be discussed and agreed **in advance** with the Principal or Deputy Principal.
 - If leaving the school during school hours, the students must sign the appropriate register. If a student must leave school during the day they must be authorised to do so in writing, on the school administration system or via a note in the student journal, **in advance** by their Parents / Guardians. The permission of the Principal / Deputy Principal is required before any student can leave the school in such circumstances.
 - **In cases where a student needs to leave school unexpectedly, contact by Parents / Guardians must be made via the school office 0214274904 [not via the student's mobile phone] and a suitable collection time will be agreed.**
 - Full attendance is encouraged and is recognised by the Lord Mayors awards scheme, and certificates given by the NEWB.
- (See procedures in relation to school absence. Appendix. 3)

Punctuality

Punctuality is a very good habit and an important life skill to develop.

Being late for class interrupts the work of the teacher and the students present.

- Students are expected to be on time for school
- Students are expected to be seated in their classrooms before 8.25a.m. each day as arriving into a class which is already in progress causes disruption. (Classes are scheduled from 8.30am – 3.25pm each day except on Wednesday when classes are from 8:30 am to 12:45 pm). (Lunch times are 12.45pm – 1.25pm.)
- If a student is late for school, he must sign the late register in the Deputy Principal's office.
- All lateness will be recorded on the school admin system.
- Students must not loiter or waste time on corridors, locker areas or toilets.
- Persistent lack of punctuality, whether to school or to class may be dealt with as a disciplinary issue.

Classroom Rules:

Co-operation, consideration, and good manners help create a positive classroom environment, where everyone can progress and learn.

- Students must come fully prepared for each day's classes with a School Journal, the necessary books and equipment (including a kit for P.E. classes).
- All written homework must be completed, and oral work prepared. If this is not possible, a note from a parent/guardian is required in the School Journal and must be shown to the teacher concerned
- School Journals are provided for recording homework and teachers' parents'/guardians' comments. Each student is required to record all homework assigned in his school journal every day.
- A teacher may inspect the journal at any time. If the journal has been damaged or lost, the student must immediately purchase a new one. (available from the Deputy Principal's office)
- Class work is all-important, and students must follow instructions from all staff. Respect, courtesy and cooperation are expected at all times.
- **Under no circumstances can any student's behaviour interfere with the right of other students to learn or with the right of the teacher to teach.**
- The use of vulgar language, offensive drawings and rude gestures is totally forbidden.
- Students are expected to comply with all instructions given by any member of staff.
- Students must comply with any additional rules set down for specialist rooms.
- Students should not attempt to frustrate or circumvent the behavioral expectations of the school by failure to return signed year head referral sheets, explanatory notes etc. This is viewed as a serious challenge to the proper functioning of the Code of Positive Behaviour.

Information Technology/Mobile Phones:

Coláiste Chríost Rí acknowledges the importance of ICT in education and learning. Our "bring your own device" policy is designed to encourage the integration of ICT into teaching and learning. We must also be aware of the pitfalls and dangers that the inappropriate use of such technologies can create

- The recording of school events or activities, in sound and or in image, is forbidden unless authorized by a member of staff. (See expanded policy on Acceptable Use of Internet and Electronic Media)
- Posting of images/recordings of school events, personnel, or activities without express permission from a member of staff is forbidden. (See expanded policy on Acceptable Use of Internet and Electronic Media)
- **The use of mobile phones or internet-enabled devices is allowed in the classroom but only under the teacher's direction.** Otherwise, mobile phones and internet-enabled

devices should be powered off and out of sight unless otherwise authorized by a staff member.

- Earphones must not be used unless under the direct instruction of a staff member and earphones must not be visible on a student's person in the environs of the school.
- Unauthorized use of mobile phones / internet enabled devices will be subject to the disciplinary process and sanctioned appropriately. This may include confiscation of the device until the end of the school day, or for a longer period with the consent of the Parents/Guardians.
- If the school authorities wish to inspect the contents of a student's internet enabled device/mobile phone:
 - (a) The internet enabled device/mobile phone will be confiscated.
 - (b) The parents/guardians will be informed.
 - (c) The student's internet enabled device/mobile phone **must** be opened and the content displayed as required in the presence of school management
 - (d) Parents/Guardians will be called in to the school to ensure the co-operation of the student in displaying the contents of his phone, should the need arise

School Uniform

Students should come to school in full school uniform, including appropriate leather shoes, as indicated on the uniform list. This helps to preserve a sense of equality among students and heightens school identity.

Students are allowed to wear the school sports tracksuit on the days when they have PE class or, with permission on days when they are representing the school at matches etc.

- Students are not permitted to wear earrings or facial jewellery.
- Students should have their hair neat, clean, and tidy at all times.
- Tattoos should not be visible except during sports or PE classes
- School jumper, trousers, tie, and school shoes must be worn at all times unless as above
- The school Jacket and school tracksuit will be compulsory for all students entering Coláiste Chríost Rí from August 2024.
- Students are not permitted to wear any additional outer garments in class other than the uniform and the school crested sports gear or jacket

Examinations

Examinations are an especially important part of school life. They provide us with an opportunity to assess the progress of each student and give feedback on learning and development. Notices containing examination information are posted around the school, or on the TEAMS platform in advance.

- Students are required to observe all school rules for examinations.
- Punctuality is particularly important to ensure smooth running of the exam sessions
- All students are to remain in the examination center until the end of the exam session. This includes house exams and pre-examinations.

- To ensure a good working atmosphere in the examination center, a student who completes his examination early may be granted permission to study for a future examination.
- During house exams and pre-exams all phones/ internet enable devices must be turned off and may be collected before the beginning of the examination session.
- If granted permission to go to the toilet, students must leave their mobile phone in the phone deposit box in the room
- School examination script papers must be used as required
- Each student is responsible for ensuring that he has all the necessary materials and equipment required for each examination
- No talking or communication with other students is allowed during the examination sessions
- Disruption of the examinations is not allowed
- Full co-operation with the supervisor is expected at all times
- If a student infringes the examination rules his examination may be cancelled
- Students are not allowed to leave the school grounds during the examinations unless otherwise arranged with school management

Toilets

- Students must seek the teacher's permission to go to the toilets during class time
- All class-time toilet permissions will be recorded on the school administration system.
- Students are not allowed to go to the toilets between classes, unless there is a certified medical condition
- Students must not congregate unnecessarily in the toilets
- Smoking / Vaping is not allowed in the toilets or elsewhere in the school grounds
- Mobile phones or other electronic devices must not be used in the toilets at any time
- Toilet facilities must be treated with respect and must not be damaged or abused in any way, including graffiti
- Students are expected to observe good health and hygiene standards at all times, including use of the toilet facilities

Breaks

Junior Break

- The Junior break takes place from 10:30 to 10:45 am.
- Students are required to be back in class at 10:45 am . Students must vacate classrooms quickly and quietly at 10:30 am.
- Students are allowed to go to their lockers but must do so quietly regarding senior classes which are still underway during this break

- Students must eat food / snacks in the Sean-halla or in the yard. No food can be eaten in any of the corridors or classrooms at any time
- All rubbish/litter must be placed in the appropriate bin
- A designated list of students may be present in the support hub under supervision of staff.
- For health and safety of all, students must always co-operate and comply with the instructions of supervising staff
- Students are not allowed to use their mobile phones / internet enabled devices during school breaks
- Students are not permitted to leave the school grounds or congregate in the out of bounds areas during breaks
- Smoking or Vaping is not permitted as per the scope of this policy

Senior break

- The Senior break takes place from 11:10 to 11:25 am
- Students are required to be in class at 11:25 am
- Students must vacate classrooms quickly and quietly at 11:10 am
- Students are allowed to go to their lockers but must do so quietly with regard to Junior classes which are still underway during this break
- Students must eat food / snacks in the Seanhalla or in the yard.
- No food can be eaten on any of the corridors or classrooms at any time
- All rubbish/litter must be placed in the appropriate bin
- For health and safety of all, students must always co-operate and comply with the instructions of supervising staff
- Students are not allowed to use their mobile phones / internet enabled devices during school breaks
- Students are not permitted to leave the school grounds or congregate in the out of bounds areas during 11:10 to 11:25 am school breaks
- Smoking or Vaping is not permitted as per the scope of this policy

Lunch Break

- The lunch break takes place from 12:45 to 13:25 pm
- Students must vacate classrooms quickly and quietly at the beginning of lunch
- Students are allowed to go to their lockers until 13:05 The two bungalows, the top corridor and the middle corridor must be vacated by 13:05. unless involved in teacher led activity
- Students must eat lunch / snacks in the Seanhalla or in the yard.
- Students are permitted to be in the Seanhalla during the big lunch break. The facilities in the Seanhalla must be respected and not damaged / abused in any way
- No food can be eaten on corridors or in classrooms at any time
- All rubbish/litter must be placed in the appropriate bin
- For health and safety of all, students must co-operate and comply with the instructions of supervising staff at all times
- Students are not allowed to use their mobile phones / internet enabled devices during school breaks

- 1st, 2nd, 3rd, and 4th year students are not permitted to leave the school grounds or congregate in the out of bounds areas during school breaks unless by arrangement with school management.
- 5th and 6th year students are permitted to leave the school grounds during the 12:45 – 1:25 pm break but must not be involved with any littering or disruption to the local residents or community.
- Smoking/Vaping are not permitted as per the scope of this policy
- Leaving the school premises without permission is a serious breach of the school's Code of Positive Behaviour
- Students are encouraged to be outside in the yard area to refresh their ability to study and concentrate and to promote socialisation
- Students should begin to make their way to class at the 13:20 buzzer
- All students are required to be in their classrooms before 13:25 pm.

Lockers

- The school provides lockers for students but accepts no responsibility for the loss of locker keys, books, or other items from such lockers. Lockers remain the property of the school.
- Students are not permitted to visit their lockers between classes. Students must ensure that they have the required books and equipment needed for all classes which take place between the permitted access times [before school, small breaks, lunch breaks, after school]
- Access to lockers is allowed before school, during the school breaks and after school
- Teachers may, at their own discretion, allow a student to visit his locker during class time, but this should only be where the need is great. Such visits may be recorded on the school's administration system.
- Students are expected to always show consideration towards other locker users and to behave appropriately
- Students must treat lockers with respect and must not damage or abuse the lockers in any way, including graffiti.
- Students must provide a spare locker key to the locker co-ordinator
- The school reserves the right to access a student's locker at any time
- No student should access another student's locker at any time
- Student must be aware that lockers are for school purposes only
- At the end of the school year, lockers must be vacated and left clean and tidy in accordance with the instruction given by the locker co-ordinator

Yard Rules

- School rules apply in the yard
- Out of bounds areas include the bike shed, the area inside the sports hall gates, the pitch, the horticulture area & behind the old bungalow. On occasion, staff members may allow students to enter the pitch etc.
- Students must not congregate in the driveway into the yard

- Student must be extra careful and vigilant of traffic when entering and exiting both side doors on the main building
- All litter / rubbish must be placed in the appropriate bins
- Students must not throw food / any object in the yard or in other areas of the school. The safety of others and appropriate behaviour must be observed at all times
- For health and safety of all, students must always co-operate and comply with the instructions of supervising staff
- Students must be responsible for their belongings at all times in the yard

Section 4

Relationship towards Others

Co-operation, consideration, and good manners help create a positive school environment, which enhances the growth and development of all students. Students are encouraged to be friendly and to be actively involved in school life. Respect is a core value in Coláiste Chríost Rí. At the beginning of each academic year, each group is reminded of their responsibilities in relation to the Code of Positive Behaviour.

Day to Day behaviours

- Students are expected to be courteous to each other and to staff at all times
- Students are expected to be co-operative at all times
- Students are expected to walk on the left-hand side of corridors and stairwells
- Running in school is not permitted
- Students must be considerate and caring of others and be conscious of the safety of others at all times
- Iver, the school community dog is to be treated with respect at all times
- Shouting, profanity, and rude gestures are not permitted
- Students are expected to be proactive and not accept poor behaviour or bad conduct by others

Bullying

The Department of Education and Skills is very concerned about incidents of bullying in schools, and has issued 'Guidelines to Schools on Countering Bullying Behaviour'

Bullying is defined by the Department of Education as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

Bullying may also take the form of deliberate exclusion, shunning, malicious gossip or encouraging others to behave in a bullying manner.

Every student has the right to come to school free from the threat or worry of intimidation from fellow students. If you as Guardians/Parents become aware of such threatening behaviour, please encourage your son to speak to the teacher, Guidance Counsellor, Year Head, Principal or Deputy Principal about the matter, knowing it will be dealt with in a most sensitive manner. Equally all students are encouraged to report such behaviour to any member of staff
Failing this, please contact the school on 021-4274904.

- Bullying, either in the form of physical intimidation, verbal intimidation, cyber-bullying, inappropriate and abusive use of social media, psychological bullying, or aggressive behaviour in general towards any member of the school community, is very serious and will be treated accordingly, and may incur a sanction up to and including permanent exclusion.
- Discriminatory or abusive behaviour and/or language towards others on grounds of race, gender, family status, sexual orientation, religion, marital status, disability, age, membership of the travelling community or special educational needs shall not be tolerated in the Coláiste Chríost Rí school community. Such behaviour fails to respect the dignity of others and impacts upon them and upon their life in school.

Fighting

- Fighting, either within the school precincts or beyond, is prohibited.
- The encouragement, organisation or recording of fights or other unacceptable behaviour is prohibited.
- Sharing of such recordings is also prohibited.

Sexual Harassment

Coláiste Chríost Rí recognises that all members of the school community have the right to a workplace free from sexual harassment and is fully committed to ensuring that all can enjoy that right. (Employment Equality Acts 1998 & 2004 & 2015)

What is Sexual Harassment?

Sexual harassment means unwanted conduct of a sexual nature or other conduct based on a person's sex which affects the dignity of staff and students at school. Examples of Sexual harassment Include:

- a. Unwanted physical or verbal advances.
- b. Unwanted touching or physical gestures.
- c. Comments and remarks of a sexual or discriminatory nature,
- d. Unwelcome comments about personal appearance.
- e. Demands of sexual favours.
- f. Displays of pin-ups and pornographic material,
- g. Innuendoes of a sexual nature or based on a person's sex.

(This list is not exhaustive)

- Sexual harassment may be perpetrated by a member of staff, a student or a non-employee and may take place inside or outside the school, digitally or on social media.

- The person reporting an incident of sexual harassment does not have to be the person at whom the conduct was directed – it can be someone else who is affected by or witness to the behaviour.
- Any student who sexually harasses another student, teacher or member of the school community may incur very serious disciplinary sanctions up to and including exclusion.

Social Media and Sharing

All members of the Coláiste Chríost Rí school community are personally responsible for the content they post or share via social media. It is essential that everyone always respects the privacy and feelings of others, and understands that the content posted via social media is a permanent record which is shared instantaneously with a potential global audience. Everyone must be aware that the vast majority of our students are minors (under 18) and that interactions with them should always be approached with caution, ensuring that the content of conversations, messages and responses is suitable for under 18's

Theft and interference with property

Interference with or damage to the property of another member of the school community is forbidden. This will include hiding/moving another's property as a joke etc. Stealing, or theft of any kind, is prohibited in Coláiste Chríost Rí and theft of any kind will incur a very serious disciplinary sanction.

Selling items in school.

Students are prohibited from bringing items of any kind into school for sale. Such items will be confiscated, and a disciplinary sanction will be applied.

This does not apply to events organised by students, with the school's permission, such as jerseys, Sports gear etc.

Section 5

The Environment

Coláiste Chríost Rí strives to provide a clean and healthy environment, which all members of the school community can enjoy. Every member of the school community is encouraged to take responsibility to ensure the health and safety of all. Coláiste Chríost Rí is very proud of its green flag and environmental awareness campaign. All students are encouraged to participate in and support the Green Schools initiative.

- Students shall respect the property of the school and of other students. They must not damage the property of others. Wilful vandalism is regarded as a serious offence and the school management reserves the right to inform the relevant authorities.
- Students shall not litter their environment. This includes classrooms, corridors, school yard or grounds.
- All litter must be placed in the correct bins and students are encouraged to take responsibility for ensuring that the school premises are always clean and tidy
- All members of the school community must take responsibility for maintaining a healthy, hygienic, safe, and productive learning environment

Safety Rules:

- Orderly behaviour is expected on school corridors and stairways. Running and pushing others is not allowed and rules imposed to facilitate safety must be obeyed. As a gesture of courtesy, precedence should always be given to members of staff or visitors when passing through doorways, etc.
- To ensure the safe and efficient movement of people around the school, all members of the school community are requested to walk on the left-hand side of corridors and stairways.
- Students must not congregate in the vicinity of the school gates as this poses a danger with traffic entering and leaving the school and for pedestrians using Capwell Road
- Students are not permitted to leave the school grounds or congregate in the out of bounds areas during school breaks unless by arrangement with school management
- All members of the school community are obliged to make themselves familiar with the fire regulations of the school and to take part in all organised fire drills. Fire regulations and procedures are posted throughout the school.
- Interference with fire alarms, fire extinguishers or posted fire notices creates a danger for the whole school community and will be treated as a serious offence. Students are encouraged to help ensure that the fire alarm system etc is not damaged or tampered with. Sanctions will be imposed up to and including permanent exclusion
- Vaping is forbidden in school and offenders are referred also to recent relevant legislation. Possession of vaping apparatus is not allowed on the school premises and any such apparatus will be confiscated.

- The possession, supply, consumption, or use of prohibited substances, including drugs and alcohol, is a most serious issue and will be dealt with as such. In the event of a breach of this rule, the relevant authorities may be notified. Coláiste Chríost Rí will operate a zero-tolerance policy in relation to possession, supply, consumption or use of drugs or alcohol in the school and sanctions up to and including permanent exclusion will be imposed in this regard. Misuse of prescription drugs, over the counter medicines or mood / behaviour altering substances are also included here.
- Having in one's possession any item(s), such as knives, sharp-pointed objects, needles [except for medical reasons] etc, which may reasonably be regarded as having the potential to inflict bodily harm and injury, wilfully or negligently, save those items permitted for learning purposes, such as compasses, chisels, etc. is totally forbidden.
- Meals, snacks, and drinks will be taken at break times only, with good manners and with respect to school property and environment. Each student is responsible for keeping his eating area clean and litter free. All students are encouraged to eat healthily. High energy drinks and products with high concentration of sugar or caffeine are discouraged.
- All food and drinks must be consumed in the designated areas and all wastes must be disposed of correctly. This is to avoid the creation of hazardous conditions on floors and other surfaces.
- Chewing gum is not permitted for reasons of hygiene.
- Toilets facilities are to be treated with respect, as outlined above
- The use of aerosol spray deodorants should be confined to dressing-rooms.
- On their way to and from school, or during extra-curricular activities, students shall behave in a manner that reflects positively on themselves, their parents/guardians, and the school. Students must be conscious of their own behaviour and not cause a danger to others at any time

Specialist Rooms

Specialist rooms have specific equipment and tools which require greater vigilance and greater awareness of the risks posed to the health and safety of those using the room. Each student is required to display a greater sense of responsibility and co-operation in these rooms.

Any behaviour which is deemed to pose a danger to the health and safety of the student or to others in the room, may result in the students being removed temporarily or permanently from the specialist room.

The following rooms are designated as specialist rooms;

Woodwork room

Engineering room

Art room

Science laboratories and rooms

DCG labs

Computer room

Support hub

Library

PE hall & Gymnasium

Home rooms

Chaplaincy office
Horticulture unit
Guidance counsellor offices
Sean Halla

Specific guidelines for behaviour and safety are posted in the specialist rooms. Students must be familiar with the rules for the specialist room and obey all instructions from the teacher / supervising staff member.

Section 6

Communicating the Code of Positive Behaviour

To Parents/Guardians:

Before agreeing to enrol their son in Coláiste Chríost Rí, all parents/guardians are given a copy of the Code of [Positive Behaviour. Parents / Guardians and are asked to read it and to indicate that they have accepted its contents by signing to that effect.

This is done to ensure that parents/guardians and students understand what our rules are, why they must be adhered to and what procedures will be followed if the rules are not upheld.

To the Student:

On accepting a place in the school all students must read the Code of Positive Behaviour and indicate their acceptance of and agreement to comply with the provisions of the code by signing it in the appropriate places . The student and his Parents / Guardians will be asked to sign the Code of Positive Behaviour to indicate their understanding, acceptance, and intention to comply with the provisions of the code

In Coláiste Chríost Rí, students will be encouraged in their endeavours to understand, and thereby uphold the Code of Positive Behaviour by use of the following measures:

- **At the start of the first term each year, as part of our induction process, each year group is reminded of their responsibilities in relation to the Code of Positive Behaviour. Any amendments to it are highlighted. This is done to remind students of the contents and to account for being out of our school's environment for three months.**
- If a student is in breach of a rule for the first time , he may be asked to explain (orally or in writing) the rule he has breached, to describe what effect this breach has had on members of the school community, and how he could act differently in the future to avoid being in breach of the rule. This is done to develop the student's sensitivities and consideration for others and to assist him in upholding school rules in the future. This is in line with the guiding principles of restorative practice
- School rules and the reason for them are discussed with the students as part of the school's pastoral care and RSE/SPHE/CSPE and RE programmes and by the teachers and

Year Heads. The notion of respect for others, self-control, a sense of fairness and the principles of natural justice are discussed with students as part of the above-named programmes.

- Issues such as bullying, racism, sexism, sexual harassment, theft, violence, substance misuse, responsible use of social media etc. are discussed thematically with the students during their time in Coláiste Chríost Rí, as part of RSE/SPHE programmes and at assemblies, using current legislation, current affairs and/or outside speakers. This is to help the students better understand these issues so that they can develop their thinking, understanding and action based on factual information and in the light of the Christian values espoused in our school.
- A summary of school rules is posted in the school Journal
- The Code of Positive Behaviour will be available on the website or from the school office in hardcopy on request

Goals of the Code of Positive Behaviour

1. To promote respectful relationships for effective teaching, learning and behaviour in the school community
2. To promote positive behaviour and an environment of safety, inclusion, and forgiveness
3. To effectively communicate personal responsibility for behaviour and the consequences of behaviour to all members of the school community
4. To maintain equality and fairness for all members of the school community
5. To recognise vulnerability and provide a safe and encouraging school environment

Understanding Behaviour

School life is fundamentally social and individual students and teachers are part of the many groups and subgroups in the course of a single day. The dynamics that operate within and between these groups are very powerful and are themselves significant influences on individual and group behaviour. The social aspect of school is an important factor.

An understanding of the factors that influence behaviour is fundamental to developing and implementing the schools Code of Positive Behaviour. Learning, relationships, and behaviour are inextricably linked. The two categories of factors that influence behaviour are:

With-in Person factors	External and interpersonal factors
Age & stage of development Personality and temperament Personal history and experience Physical, medical, or sensory characteristics Skills, ability to learn Beliefs about self and others Resilience and self-efficacy	Parental and family patterns and relationships Social networks, including friends and peer groups Neighbourhood and community factors The status & standing of different groups in society School factors Cultural background Unemployment Financial circumstances Ill health or disability of a family member Time, opportunity & support for personal / social development

Promoting Good Behaviour

Promoting good behaviour is one of the main goals of the school’s Code of Positive Behaviour. This requires consistency across the teaching team. Strategies to promote good behaviour include:

- Involving students in the preparation of the school and classroom rules
- Agreeing upon, teaching and frequently reminding students of expectations
- Use of rewards systems for students / classes through teachers and Year Heads using the school administration system and certification
- Promoting and strengthening relationships between all partners through open conversations and meetings
- Adults modelling the behaviour that is expected from the students
- Good school and class routines being carried out
- Helping students to recognise and affirm good learning behaviour
- Facilitating conversations with students on how people should treat each other and what this looks like in our school environment.
- Allowing opportunities for students to achieve leadership roles in our school
- Specific teachers are available to offer supports for students that may need them.

Rewards and Recognition

In our school, staff may use the following methods to reward students for meeting expectations for positive behaviour and or to mark noticeable efforts at improving their behaviour.

- Verbal praise to student in class or privately
- Acknowledgement at assembly
- Recording a positive note in school journal or sending home a letter to parents
- Positive phone call home
- Positive comment to the year head
- system Recognition on school website, Twitter account and Rí Eolas
- Recording a positive note on the student' school administration system record
- Display of students work in classrooms and throughout the school building
- Leadership roles given to students e.g. Meitheal team, class representative on Student Council
- Other class-based rewards e.g. cinema trips
- End of year awards ceremony

Section 7 ***Implementing the Code of Positive Behaviour***

Ladder of referral

The procedures for dealing with incidents of unacceptable behaviour/breach of the school rules are referred to as our 'ladder of referral.' The basic principle is that the more serious the incident, the higher up the ladder it is dealt with varying degrees of response.

Level 1

Each subject teacher has responsibility for promoting positive behaviour in his/her own classroom. Occasional minor behaviours for concern should be attended to effectively by the classroom teacher through the consistent use of rules and routines in class/school, Subject teachers may use some of the school's agreed sanctions. Subject teachers may record incidents of failure to meet expectations in their own records, on the school administration system and in the Student Journal where necessary.

If a student is in breach of a rule for the first time, he may be asked to explain (orally or in writing) the rule he has breached, to describe what effect this breach has had on members of the school community, and how he could act differently in the future to avoid being in breach of the rule. This is done to develop the student's sensitivities and consideration for others and to assist him in upholding school rules in the future. This is in line with the guiding principles of restorative practice

Level 2

Each Year group is assigned a Year Head.

Year Heads should keep records of student misconduct and may enter them onto the school administration system. Year Heads usually deal with more serious offences or an accumulation of minor offences.

For minor incidents, the Year Head may consult with the Principal or Deputy Principal and sanctions, if appropriate can be agreed. The sanction will be communicated to the student by the Year Head.

Level 3

Each year group is assigned a Year Head. The Year Head has special responsibility for the year group and has a pastoral and disciplinary role to play for the students in their year group. More serious incidents are discussed at Year Head meetings and a sanction will be communicated to the student by the Year Head. Year Heads should keep detailed records of student conduct and may enter them onto the school administration system.

Suspensions may be decided at Year Head meetings and will be communicated to the student by the Year Head and to parents/guardians by letter from school management.

In the event of very serious misconduct or dangerous behaviour, an immediate suspension may be imposed by the Senior Management.

Students whose behaviour has not modified despite the school's best efforts will be referred by the Year Head to the Principal or Deputy Principal and a suitable sanction may be imposed.

The principal informs the Board of Management of all suspensions and recommendations of permanent exclusion (see Section.10 on Suspension P.33 and Section.11 Permanent Exclusion P.35).

LEVEL 4

Incidents of a very serious nature will be brought to the immediate attention of Senior Management and immediate sanctions may be imposed

Examples of very serious incidents may include organised fighting, possession / use of weapons, possession of or attempt to sell drugs, sexual harassment, or online abuse [including images on desktop] of a member of the school community, possession of or distribution of pornography, theft, vandalism [including school ICT resources] violence towards a staff member etc. (This list is not exhaustive)

Below is the ladder of referral and suggested responses for students who struggle or fail to meet the school's expectations regarding behaviour.

LEVEL 1

Behaviours for Concern	Possible Approaches to be taken by the Subject Teacher	Positive Affirmation when Improving
Poor attitude, poor behaviour or poor presentation that is subject to correction by the teacher involved	Recorded on the school administration system Phone call home Note in journal Extra work given Reflection sheet completed by the student In consultation with the Deputy Principal, a once off detention may be imposed If a student is in breach of a rule, he is asked to explain (orally or in writing) the rule he has breached, to describe what effect this breach has had on members of the school community, and how he could act differently in the future to avoid being in breach of the rule.	Verbal praise Positive note in journal and school administration system Phone call home Support a fresh start

LEVEL 2

Behaviours for Concern	Possible Approaches to be taken by the Subject Teacher	Positive Affirmation when Improving
Repeated unmodified behaviour from level 1 Behaviour which interferes with the smooth, respectful, healthy, and safe functioning of the school	Recorded on the school administration system Phone call home Extra work given Refer to Year Head using the Referral Sheet Reflection sheet completed by the student and signed by the parent	Verbal recognition Positive note in journal or school administration system Phone call home Acknowledgement by tutor/year head Support a fresh start Possible opportunities for student to assume leadership roles

LEVEL 3

Behaviours for Concern	Suggested Teacher Responses for Misbehaviours (Keep all records and follow child protection guidelines)	Positive Affirmation when Improving
Behaviour that seriously or repeatedly disrupts teaching and learning, constitutes a danger to the welfare of the school community, is disrespectful to students or staff, or is deemed to be a serious breach of the Code of Positive Behaviour	<ul style="list-style-type: none"> • Seek advice from Year Head • Complete Incident Report • Suggested Year Head Actions • Consult with the student's teachers • Investigate based on referrals • Restorative meeting with student • Reflection sheet to be completed by student and signed by the parent/guardian • Mediation between students and teacher • 'On Report' with Year Head 	<ul style="list-style-type: none"> • Home contact • Support a fresh start • Positive affirmation on report card • Verbal recognition • Positive note in journal/school administration system • Phone call home • Acknowledgement by tutor/year head • Opportunities for student to assume leadership roles in school • Showcase talent

	<ul style="list-style-type: none"> • Home contact: phone calls and meetings with parent/guardian • Refer to and liaise with Guidance/Student Care Team/teacher/SEN teachers • Temporary removal from class and restorative intervention • Refer to Principal/Deputy Principal and year head meeting • Detention • Board of management referral from the Year Head meeting 	
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Section 8

Promoting Positive Behaviour

The quality of relationships between teachers and students is one of the most powerful influences on student behaviour. For many students, their teachers are a major source of support, adult empathy and pastoral care and can be hugely significant figures in their lives.

Encouragement is vital to success and achievement in all aspects of our students' lives.

Recognition of genuine effort is given through praise and encouragement in class or at assembly or through audio/visual media, on the school administration system.

A range of methods is promoted which encourages and affirms student efforts and responsibilities taken, as well as rewards and achievements. These may include;

- Personal and prompt word of praise from the teacher, Year Head, or others.
- A positive written comment from the subject teacher or others.
- Recording positive comments on the school administration system, either for an individual student or for a group of students, as appropriate.
- A Coláiste Chríost Rí card of appreciation from the principal for repeated positive performances.
- Advertisement of student's achievement, when appropriate, on in-house media.
- Photograph taken and displayed
- Class rewards which may include reduced homework, prizes, games or otherwise.

- Positive behaviour and commendation for same may be discussed at the bi-weekly year head meetings
- A school awards system

Section 9

Responding to Unacceptable Behaviour: Over-view of Possible Interventions

The school operates its code of positive behaviour, with restorative practice in mind. It is intended to encourage reflection and learning which will help the student to modify his own behaviour.

The general behaviour of students is supported primarily by the subject teacher who may use any of the following as an intervention

- Eye contact
- Private discussion with student
- Encouragement
- Verbal reprimand
- Student reflection sheet and restoration
- Note to parent on student's journal
- Change the seating position of student
- Recording incidents on the school administration system.
- Referral to the Guidance Department
- Make a referral to the DLP/DDLP
- Restorative work
- Detention
- Contact the parent by telephone
- Consult the Year Head
- Referral to the Year Head using the Incident Report
- In the case of serious breaches, the incident may be referred directly to the Principal/Deputy Principal

More serious situations are dealt with by writing an Incident Report. In the interest of clarity and communication the Incident Report is signed by the teacher in the first place and later by the student and the Parent/Guardian. Such Incident Reports are classified as being Level 2 or Level 3. Copies of the Incident Reports signed by all parties are submitted to the Year Head. In the case of a Level 4 incident, the incident will be referred directly to Senior Management

The Year Head may

- Repeat any of the interventions already made by the teacher
- Discuss the issue with the subject teacher
- Discuss the issue with the Principal/Deputy Principal and impose sanctions as appropriate
- Report the difficulty at the Year-Head meetings.

The Year Head meeting may:

- discuss the gravity of the issue, previous interventions, emerging trends, or other information
- take no action for now
- re-invoke any of the previous interventions
- contact the home again.
- advise that a suspension is warranted and decide on its duration
- Refer to the counselling department
- The Year Head meeting may advise that the matter be reported to the Board of Management
- Recommend another course of action if appropriate

Counselling

Referral of the student to the school's counselling services may be used as a support structure for students in difficulty. This referral will take place when it is the view of those directly involved with the student, that, in their professional judgement counselling may be of help.

Board of Management

When all interventions have been exhausted and no improvement is forthcoming, the issue may to be referred to the Board which may

- Communicate its disquiet to the parent
- Invite the parent/guardian and the student to attend a meeting with the Board
- Decide on a sanction which might involve a suspension or a permanent exclusion.
- Very serious incidents may be referred directly to the Board of Management by Senior Management

Transition-Year Programme

Applications for admission into the Transition-Year programme will be considered in light of, among other factors, a history of compliance with the school's Code of Positive Behaviour. On acceptance of a place in Transition Year, each student and his Parent/Guardian must sign a contract committing the student to positive participation in, and good behaviour during the

Transition Year. A copy of this contract is available from the Programme Co-ordinator on request.

Leaving Certificate Applied Programme

Applications for admission into the LCA (Leaving Certificate Applied) programme will be considered considering, among other factors, a history of compliance with the school's Code of Positive Behaviour.

On acceptance of a place in Leaving Certificate Applied, each student and his Parent/Guardian must sign a contract committing the student to positive participation in, and good behaviour during the Leaving Certificate Applied programme. A copy of this contract is available from the LCA co-ordinator on request.

Section 10 ***Suspensions***

General Power to Suspend

The Board of Management devolves its authority to suspend a student onto the Principal and Deputy Principal. Such suspensions cannot be for longer than five school-days.

Suspension may be imposed in response to single incidents which, in the opinion of management, warrant such a penalty. Suspension may also be imposed to register disapproval of a continuing pattern of uncorrected, if otherwise less serious, instances of misbehaviour.

Grounds for Suspension

In determining whether to impose a suspension the Principal, Deputy Principal or Board, as appropriate, will have regard to whether:

- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence on the school premises, at this time, constitutes a threat to the safety of other members of the school community
- the student is responsible for serious damage/theft to property belonging to another member or members of the school community or the school itself
- the student has failed to comply with any significant provision of the *Behavioural Standards and Expectations* (Section 2) contained in this Code without lawful authority or reasonable excuse
- the student has failed to comply with any significant provision of a school policy without lawful authority or reasonable excuse
- the student has failed repeatedly to ameliorate his behaviour

Immediate Suspensions

Without prejudice to the foregoing, the Principal or Deputy Principal may, at his/her discretion, where he believes that it is warranted in all the circumstances of the case impose a suspension upon a student not exceeding 5 school days.

Such suspension will come into operation immediately following it being communicated to the student and to his parent/guardian.

Preferably this communication would take place in a meeting between the parent/guardian and senior management. In the event of such a meeting not taking place the communication may take place by telephone. A formal letter of suspension will be issued by the school.

A student who has been suspended with immediate effect, subject to any direction to the contrary being given by the Principal or Deputy Principal (as appropriate), shall leave the school premises as soon as practicable.

The following are examples of behaviour that could lead to immediate suspension:

- Assaulting or threatening to assault another member or members of the school community;
- Being in possession of a knife or other article made or adapted for use for causing injury or incapacitating a person, as per the scope of this policy
- Being in possession of controlled drugs for unlawful sale, supply, or personal use, as per the scope of this policy
- Being present on the school premises while under the influence of an intoxicant (i.e. alcohol, drugs, any combination of drugs or alcohol and drugs);
- Sexual harassment of a member of the school community
- Any form of harassment towards staff members during or after school, including online/virtual harassment, phone calls etc

Internal Appeals

The parents of the student, or if over 18 years of age, the student who has been suspended, may appeal such suspension to the Board in writing within two school days of the receipt of the notification of that suspension. Any appeal should be addressed to The Chairperson, Board of Management of Coláiste Chríost Rí, Capwell Road, Cork T12YF83 and must be either hand delivered to the principal or sent by registered post to her/him.

In determining such an appeal, the Board may, in its absolute discretion, either direct that such suspension be quashed, extended, or reduced in addition to directing the principal to amend the school record accordingly. Where an immediate suspension has been imposed, and the duration of such suspension has expired by the time of the next ordinary meeting of the Board, the Board may, in its absolute discretion, quash such suspension and direct the principal to amend the school record accordingly.

A suspension will come into operation following its notification to the student's parents/guardians provided no appeal has been received by the principal within the prescribed time.

The parents of the student, or if over 18 years of age, the student, may appeal to the Board against any *significant* disciplinary sanction short of expulsion imposed upon a student by the Principal or Deputy Principal.

Any appeal should be addressed to The Chairperson, Board of Management of Coláiste Chríost Rí, Capwell Road, Cork and must be either hand delivered to the principal or sent by registered post to

her/him. The entering of an appeal in respect of a disciplinary sanction short of expulsion shall suspend the activation of the sanction until the Board adjudicates on the appeal.

External Appeal

In accordance with Section 29 of the 1998 Act, an appeal should be directed to the Secretary General of the Department where a student is, among other things, suspended from attendance at the school for a period which would bring the cumulative period of suspension to 20 school days in any one school year. Further information and the Appeals Application Form is available from the Section 29 Appeals Administration Unit, Department of Education and Science, Cornamaddy, County Westmeath – telephone 0906 483600 www.education.ie

Reporting suspensions

The principal reports regularly on suspensions to the Board of Management, together with the reasons for, and the duration of each suspension. If required, the Principal/Deputy Principal will report a suspension to Túsla.

Section 11 ***Permanent Exclusion (Expulsion)***

Procedures & Protocols

The authority to permanently exclude a student rest with the Board of Management. If the student shows no evidence of bringing his behaviour up to standard despite repeated attempts by the school through sanction, close monitoring, or by other means to bring about a lasting remediation in the student's behaviour or if an allegation of serious misbehaviour is involved, a disciplinary hearing will be held before the Board. The Principal or Deputy Principal, as appropriate, will be present at this hearing. The student and his parents/guardians will also be invited to attend. The process will adhere to the guidelines in relation to permanent exclusion as set out in the booklet 'Developing a Code of Behaviour: Guidelines for Schools' which was issued by the National Educational Welfare Board (NEWB) in 2008. (See Appendix 3) Prior to the convening of the disciplinary hearing, the Principal or Deputy Principal, as appropriate, shall notify the parents of, and, if over 18 years of age, the student of the precise nature of the complaint against him together with a copy of relevant statements and other documentation.

The parents/guardians, or if over 18 years of age, the student, shall confirm receipt of notification by returning a written acknowledgement to the school. Parents/guardians and/or the student may make written as well as oral submissions to the Board. Written submissions may be submitted prior to the holding of the hearing, if desired.

Disciplinary hearings are held *in camera*, that is, *in private*, and individuals not directly concerned with the subject matter of the hearing will not be allowed to attend.

Parents/guardians or if over 18 years, the student is entitled to be accompanied to the meeting by a friend. If a conflict of interest arises between any member of the Board and the person accompanying the family and or the student if over eighteen years old, the member of the Board will remain to attend the meeting and the accompanying person must excuse themselves.

At the hearing, the Principal or Deputy Principal, as appropriate, may call witnesses to prove the allegations of misbehaviour not previously admitted, either expressly or implicitly, in the answer furnished by the student.

If such a witness is a student, that student may be accompanied by his parents.

When the Principal or Deputy Principal, as appropriate, has finished with a witness, that witness may be questioned by the student and his parents. A witness can be further questioned by the Principal or Deputy Principal, as appropriate, arising out of the student and parents' questioning.

At the close of the principal's case, the student / members of his family / representative may elect to give evidence either in rebuttal of the allegations made against him or in mitigation.

Following the hearing, if a simple majority of the members of the Board find that the stated allegations of misbehaviour have been substantiated the Board may, subject to the requirements of Section 24 of the 2000 Act, form an intention to permanently exclude the student from the school or take whatever form of disciplinary sanction short of permanent exclusion it considers, in its absolute discretion, appropriate in all the circumstances of the case.

External Appeal

In accordance with Section 29 of the 1998 Act, an appeal should be directed to the Secretary General of the Department where a student is, among other things, permanently excluded from the school. Further information and the Appeals Application Form is available from the Section 29 Appeals Administration Unit, Department of Education and Science, Cornamaddy, County Westmeath – telephone (0906) 483600 – www.education.ie.

Section 12

Appendices

Appendix 1

Mandated Persons

The Children First Act 2015 places a legal obligation on all staff members to report child protection concerns at or above a defined threshold to Túsla - Child and Family Agency. Child protection- mandated persons must also assist Túsla, on request, in its assessment of child protection concerns about children who have been the subject of a mandated report.

Appendix 2

Detention Policy and Procedures

Detention of a student may be imposed by a subject teacher, Year Head, Deputy Principal or Principal. It is usually imposed to register the school's concern at continuing unsatisfactory behaviour. However, a single serious breach of the Code may warrant detention.

Procedure

- The student will be informed that a detention is to be imposed as well as being informed about the causes which have given rise to the imposition of this sanction
- A note informing the parents of the impending detention will be written in the student's journal.
- Twenty-four hours' notice will be given to the student
- It is the student's responsibility to inform his parents

Time and precedence

- Detention periods are after school, Monday to Friday
- A student will attend the earliest possible detention period but flexibility regarding the day on which the detention is to be served will be shown where it is considered warranted.
- Detention takes precedence over all other activities.

Three or more detentions

If, after three detentions, a student faces a further detention, consideration will be given to suspension.

Appendix 3

Procedures for Notifying the School about Reasons for Absence from School

General

- Any absence from school should be avoidable and for a very good reason
- It is not recommended that parents take students out of school for holidays, or for other non-essential reasons
- Medical and other appointments should be scheduled outside of schooltime
- It is the responsibility of parents to inform the school, in writing [either on the school administration system or via a note in the student journal] if their child will be absent for any period, giving the reason for the absence and its anticipated duration
- If a student is absent and the school has not been informed, it reserves the right to contact the parents seeking a reason for the absence
- If a student is absent for three days the school may contact the parents/guardians if concerns remain.
- If a student is absent for twenty or more school days in one school year, the school is legally obliged to report this to the Túsla, and to give reasons for the absences
- The school may notify the Túsla at any time if it has concerns about a student's absence
- The Túsla has the right to investigate absence from school where it deems it appropriate
- The school keeps a daily attendance record of all students which is submitted to the Board of Management and the Túsla at the end of the year.

Absence through illness

- If a student is to be absent, Parents should inform the school office by telephone 0214274904 or by posting an explanatory note on the school administration system

Return after absence

On a student's return from absence, parents should communicate to the school by a note written in the student's journal or by using the school administration system, providing the central details relating to the absence.

These details are; the dates to which the absence note refers, the date of return, the reason for absence and the number of days absent. Further information may be furnished by letter or by email to the Deputy Principal. The student must present any written communication, immediately on his return, to the Deputy Principal for signature, and to all his subject teachers

- Where there has been a significant absence through illness the school may request a doctor's certificate.

It is the responsibility of each student to present the written explanation for his absence to the Deputy Principal immediately on his return to school

Absence during school hours

- If possible, all appointments, such as medical or dental appointments, should be outside of school hours
- If an appointment during school hours is unavoidable, a parent should enter the nature, date, and time of the appointment in the student's journal or on the school administration system, and ask the school to allow the student to leave
- The student presents the journal, or the note on the school administration system, to the Deputy Principal, or in his absence a Year Head, or, on occasion, the school secretary, to gain written permission to leave the school (Cead Imeachta).
- The student shall sign the Approved Absence Register before leaving the school.

Emergencies

- **To maintain continuity of education, students should not be removed from school unless in case of emergencies. If a student is to leave school for such an emergency, arrangements must be made with school management through the school office 021-4274904. This is to ensure compliance with child protection and safety regulations. Arrangements to leave school cannot be made directly between parents/guardians and students. All arrangements to leave school must be made in advance with school management through the school office**

Truancy

- Absence from school without the permission, of the school management for a whole school day or any part of a day, is truancy, and will be dealt with as described elsewhere in the code of positive behaviour.
- This includes failure to return to school after being off campus during the lunch break or from a school activity
- Absence from class/classes without permission will be dealt with as described elsewhere in this code of positive behaviour [level 2 / level 3]

Appendix 4

Suspected Criminal Activity

Without prejudice to any right to privacy or bodily integrity which a student may enjoy under the provisions of the Constitution of Ireland 1937 and/or the European Convention on Human Rights Act 2003, any staff member, the Principal or Deputy

Principal who, with reasonable cause, suspects a student to be engaged in any criminal activity may search that student's personal property (e.g. student's coat, school bag *etc*) or any relevant school property (e.g. the student's locker *etc*). Such a search should take place in the presence of a witness.

Without prejudice to any right to personal liberty which a student may enjoy under the provisions of the Constitution of Ireland 1937 and/or the European Convention on Human Rights Act 2003, and in accordance with the provisions of Section 4 of the Criminal Law Act 1997, the Principal, Deputy Principal or any member of staff may use reasonable force to detain any student whom he/she, with reasonable cause, suspects to have committed, or to be in the course of committing, a criminal

offence for the sole purpose of transferring that student into the custody of his parent/guardian or An Garda Síochána as soon as practicable.

Examples of criminal offences would include:

- Being in possession of a knife, a weapon or other article made or adapted for use for causing injury or incapacitating a person, as per the scope of this policy
- Being in possession of controlled drugs for unlawful use, sale, or supply, as per the scope of this policy
- Damaging or threatening to damage property belonging to another member or members of the school community;
- Hoax calls made to emergency services
- **Damaging or interfering with any of the life systems – this includes setting off fire alarms etc. when no emergency exists.**
- Possession and/or distribution of pornography
- Sexual harassment of a member of staff
- Harassment of staff members online
- Damaging or threatening to damage the school's property;
- Theft or attempted theft of property belonging to another member or members of the school community
- Theft or attempted theft of the school's property.

While providing examples of criminal offences, the foregoing is not a definitive list.

Appendix 5

Procedures in respect of permanent exclusion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant permanent exclusion, 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 permanently exclude.

These procedures assume that the Board of Management is the decision-making body in relation to permanent exclusions.

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

In investigating an allegation, in line with fair procedures, the principal should:

- inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in permanent exclusion.
- 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 should be informed in writing of the alleged misbehaviour and the proposed investigation to have a permanent record of having let them know. This also ensures that parents are very clear about what their son is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Parents and the student must 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 permanent exclusion may result from an investigation, a meeting with the student and their parents is essential. It provides the opportunity for them 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 a meeting, the principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to decide to respond to the inappropriate behaviour.

The school should 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 permanent exclusion may be warranted, the principal makes a recommendation to the Board of Management to consider permanent exclusion. The principal should:

- inform the parents and the student that the Board of Management is being asked to consider permanent exclusion.
- 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 permanent exclusion
- 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 should undertake its own review of all documentation and the circumstances of the case. It should 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 permanently excluding a student, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the

other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction.

In the conduct of the hearing, the Board must 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 should facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board should 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, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not permanent exclusion 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 permanently excluded, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion.

The Board of Management should refer to National Educational Welfare Board reporting procedures for proposed permanent exclusions. The student cannot be permanently excluded before the passage of twenty school days from the date on which the EWO receives this written notification

An appeal against a permanent exclusion under section 29 of the *Education Act 1998* will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the permanent exclusion.

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

Where permanent exclusion 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 permanently excluded, the Educational Welfare Officer must:

- 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 permanent exclusion. 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 student

Step 6: Confirmation of the decision to permanently exclude

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 permanently excluded, the Board of Management should formally confirm the decision to permanently exclude (this task might be delegated to the Chairperson and the Principal). Parents should be notified immediately that the permanent exclusion will now proceed. Parents and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to permanently exclude the student.

12.5 Appeals

A parent, or a student aged over eighteen years, may appeal a decision to permanently exclude 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. The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES (Department of Education and Skills) guidance.

Permanent exclusion is expulsion

Appendix 6

Reviewing the Code

Behaviour and discipline matters are kept under regular review at meetings of staff, Board of Management, Student and Parents' Councils.

In accordance with the Túsła guidelines, a formal review of the entire Code will begin five years after the adoption of the Code, or earlier, as the Board shall see fit. The Board of Management will decide the format of this review.

Related Policies

Several other school policies are relevant to the Code of Positive Behaviour since they contain expanded detail on some of the provision of the Code of Positive Behaviour.

These policies are:

- Anti-Cyberbullying Policy,
- Anti-Bullying Policy
- Child Protection Policy,
- Child Safeguarding Statement
- Substance use and misuse policy
- Internet Acceptable Use Policy.

To read other school policies which are related to the Code of Positive Behaviour, please see school website at www.crcork.com

Appendix 7

Approval of the Code

- This Code of Positive Behaviour was circulated and approved by
- The staff
- The Parents' Association
- The Student Council
- This Code of Positive Behaviour was formally approved and adopted by the Board of Management on 27/02/2024
- This Code of Positive Behaviour was formally approved and adopted by the Presentation Brothers Schools Trust on
- The Board of Management decided that this Code of Positive Behaviour will come into force on 01/04/2024