

# Code of Positive Behaviour & Practice



St Joseph's Secondary School  
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ST. JOSEPH'S SECONDARY SCHOOL

SPANISH POINT



# Code of Positive Behaviour and Practice

Developed in accordance with the guidelines  
of the National Education Welfare Board

Policy Ratified: 15/09/2022

Review Date: May 2024

Signed: *Con D'Angelo*

## Code of Positive Behaviour



## Child Protection

Please refer to St. Joseph's Secondary School Child Safeguarding Statement and Risk Assessment which is available on request and is on prominent display in the school entrance and is also on display on the school website [www.stjosephsspanishpoint.com](http://www.stjosephsspanishpoint.com).

## Code of behaviour definition and philosophy

The code of behaviour comprises the programmes, practices and procedures which form the schools overall plan for promoting positive behaviour and maintaining a positive learning environment. The code reflects the CEIST philosophy of justice and equality, the CEIST Charter, and the school's Mission Statement. It seeks to ensure and protect the rights of the school community, and the rights of the individual within that community. The Code endeavours to promote mutual respect between staff, students, parents, board of management and the wider community. St. Joseph's are grateful that parents/guardians have chosen St. Joseph's to entrust their child in its care. We are committed to the holistic development and care of each of our students.

## **Mission Statement**

St. Joseph's is a Catholic school, based on Gospel Values and in the Mercy tradition under the trusteeship of CEIST.

It is characterised by the following:

- \*Reverence and Respect,**
- \*Responsibility,**
- \*Justice,**
- \*Care and Compassion,**
- \*Tolerance and Inclusion**
- \*Hospitality**

Our mission is to:

- Develop and promote the personal, academic and spiritual potential of each student in a caring and disciplined environment.
- Foster a sense of self-esteem, honesty and respect among all members of the school community.
- Assist students in developing appropriate life skills and social awareness.
- Offer direction and leadership in the educational field in the local community.

## **CEIST Charter**

The core values of CEIST are intended to support and nourish the lives of the people at the heart of our school: students, staff and parents. Its key principles focus on:

- Promoting spiritual and human development
- Achieving quality in teaching and learning
- Showing respect for every person
- Creating community
- Being just and responsible

## **Legal basis**

The code is prepared in accordance with the guidelines issued by the NEWB, and in compliance with the Education Welfare Act 2000, Education Act 1998, Education (Miscellaneous) Provisions Act 2007, Equal Status Act 2000 and Education for Persons with Special Education Needs 2004. The code complies with current legislation as enshrined in the various education acts and Health and Safety legislation, and relevant constitutional and international provisions and conventions.

*(See NEWB Developing a code of behaviour: guidelines for schools, pp 7-9).*

## **Aims**

The code of behaviour endeavours to:

- set standards of behaviour for all members of the school community, staff, students, parents and the Board of Management.
- promote a just, caring and secure environment for staff, students and the wider school community.
- foster a spirit of cooperation and good communication between all partners in the school community.
- create an environment conducive for teaching and learning.
- encourage students to behave responsibly.
- provide a framework for affirming good behaviour and sanctioning inappropriate conduct.
- balance the right of the individual student with the responsibilities of staff and the educational needs of other students.
- enable the partners to promote a positive image of the school in the wider community.

## **Policy Summary**

At St. Joseph's Secondary School Spanish Point, we have high expectations of our students. We believe they should feel safe, feel happy to work and play at school free from any adverse effects caused by the behaviour or attitudes of others in order to reach those expectations. It is fundamental to our core CEIST values that all members of the school community, including students, staff and parents, should behave with due respect for each other, for each other's property and for the school's good reputation. We actively seek and expect the support of parents in this endeavour, which is why insist that parents make a commitment to the school from the outset. We expect verbal and active support from parents and a genuine commitment to support us when our policy is being applied to their son/daughter. Our aim is that all students realise their full potential and complete their secondary education with us successfully.

# Section 1: Roles and Responsibilities

## All school stakeholders

- Model the CEIST core values in their day to day life within the school community while also ensuring that these values underpin their engagement with the Code of Behaviour. School stakeholders should display a commitment to:
  - Promoting spiritual and human development
  - Achieving quality in teaching and learning
  - Showing respect for every person
  - Creating community
  - Being just and responsible

## Students

- Each student must give a commitment to accept the Code of Behaviour and to fulfil the expectations as set out in the code. Students must give a commitment on enrolment, to accepting the Code of Behaviour and will do this by signing their enrolment form. This will ensure the creation and maintenance of a positive learning environment.
- To read, understand and adopt the Code of Behaviour when enrolling in the school or a mid-year transfer.
- To be involved in matters of concern with regard to the Code of Behaviour through the Student Council.

## Parents

- Parents/Guardians have a duty to support the school in implementing a fair and just code of behaviour. Acceptance of the Code of Behaviour by parents/guardians is required on enrolment of a student in the school.
- To ensure that students realise that they, along with their parents/guardians, fully support the school's code of behaviour.
- To provide information which may help the school in its role in the management of each student's behaviour e.g. inform the school of:
  - Behavioural difficulties they may be experiencing at home due to a students' behaviour.
  - Health related issues
  - The students ability to adhere to the Code of Behaviour
  - Trauma and other circumstances that may affect their son/daughter's performance or behaviour at school

- Their son/daughter's ill-health and any absences connected with it.
- To attend parent-teacher meetings and other school meetings organised for Parents/Guardians.
- To keep communication lines open with the school so that they can:
  - Be informed of progress.
  - Receive comment on their son/daughter's work and behaviour.
  - Be involved at an early stage if disciplinary problems do arise.
  - Cooperate with the school in efforts to resolve any issues that arise for a student in relation to discipline.
  - To use the student journal as a means of communicating in writing to the school.

### **Non-Teaching Staff (SNAs, Admin, Caretaker)**

- To promote and acknowledge good behaviour.
- Record both positive student engagement with the Code of Behaviour and breaches of the Code on TYRO.
- Help maintain an orderly safe school environment.
- To identify students at risk of developing behavioural difficulties at an early stage, and refer these students, where appropriate, to the Principal, Deputy Principal, Year Head, Guidance Counsellors or Special Educational Needs Co-Ordinator.

### **Classroom Teacher**

- Each teacher has the responsibility for the creation of a positive learning atmosphere in his/her classroom.
- To set high expectations.
- Each teacher has the responsibility for the maintenance of discipline within his/her class and share, with other teachers, non-teaching, staff, students and parents a common responsibility for good order within the school and school grounds.
- Teachers should make every effort to solve any low level discipline problems themselves as they arise.
- To implement the Code of Behaviour.
- To record all examples and occasions of positive behaviour.
- To record accurate and factual incidents of breaches of the Code of Behaviour on TYRO.

- To refer a student who persistently breaches the Code of Behaviour to the relevant Year Head and or Deputy Principal.
- To impose fair sanctions for breaches of the code of behaviour.
- To communicate with parents re students' progress, work and behaviour.
- To participate in reviews of the Code of Behaviour.
- To model the school's standard of behaviour in their dealings with students, each other, other staff and parents.
- To affirm and acknowledge good and/or improving behaviour of students on an ongoing basis on TYRO.

### **Year Heads**

- To promote and model positive behaviour.
- To ensure that the Code of Behaviour is brought to the attention of all students.
- To call Assemblies throughout the school year to deliver key messages.
- To meet with students who have been referred to them by staff and also who are identified on TYRO in relation to breaches of the code of behaviour.
- To record details of the student's inappropriate behaviour on TYRO (incident or repeated incidents).
- To discuss with the student the consequences of the inappropriate behaviour for the student themselves, their teacher, classmates and the school community in general.
- To explore with the student the causes of the inappropriate behaviour.
- To issue report cards to students, where appropriate.
- To contact parents/guardians where a student's behaviour is considered a serious breach of the school's Code of Behaviour.
- To refer a student to the Principal and or Deputy Principal, as appropriate, for serious breaches of the school's Code of Behaviour.
- To participate in the acknowledgment and reward of positive behaviour.

### **Class Tutors**

- To refer to the Code of Behaviour at class tutor time on a regular basis.
- Collect absence notes and ensure student engagement with practices in relation to using the school journal.



- To discuss appropriate and inappropriate behaviour with students.
- To identify students at risk of developing behavioural difficulties, at an early stage, and refer these students, where appropriate, to the Year Head.
- To promote and acknowledge and reward good behaviour, particularly in students who have previously been involved in inappropriate behaviour.
- To ask students if any will be signing out for an appointment. They should present a note in the journal to you from their parent. Initial the note. Remind them they must be signed out at the office
- Notes of absence should be signed collected and retained by the tutor. They can also be delivered to the office.
- Check that the journal has been signed for the previous week by the parent at Junior Cycle . Tutor will initial the journal.
- Informing the Attendance Post Holder/Year Head of students displaying a poor attendance pattern i.e. 5 – 10 days.
- Providing pastoral care to students.
- Checking the student's correct uniform.

### **Deputy Principal**

- To promote and model positive behaviour.
- To implement the Code of Behaviour.
- To monitor student attendance, absences, punctuality in accordance with the school's 'Attendance Policy' and to address any issues that arise in relation to these.
- To co-ordinate discipline within the school in liaison with the Principal.
- To monitor, on a daily basis, the administration of the Code of Behaviour in the school.

### **Principal**

- To bring the Code of Behaviour to the attention of all to whom it applies – staff, students, parents and the Board of Management.
- To monitor on a daily basis the administration of the Code of Behaviour in the school.
- To promote and foster a culture of positive behaviour.
- To implement the Code of Behaviour.
- To suspend a student, where warranted, in accordance with procedures.

- To co-ordinate discipline within the school in liaison with the Deputy Principal, Year Heads, Class Tutors, Guidance Counsellors, Special Educational Needs Organiser, Subject teachers and all staff.
- To review of the Code of Behaviour on a regular basis.

### **Board of Management**

- To ensure that a Code of Behaviour for St Joseph’s Secondary School is prepared in accordance with the Guidelines of the National Educational Board, laid down in Section 23 of the Education (Welfare) Act 2000.
- To adhere to the Code of Behaviour in matters which involve the Board.
- To review the Code of Behaviour.
- To ensure that St Joseph’s Secondary School has a policy on, and procedures for the use of suspension and expulsion that comply with “Developing a code of Behaviour: Guidelines for Schools”, issued by the National Educational Welfare Board, 2008, other relevant legislation and Department of Education and Skills circulars.
- To reserve the right to expel a student.
- To delegate to the Principal the authority to suspend a student in a manner that reflects the Guidelines issued by NEWB: “Developing a Code of Behaviour” and relevant legislation.
- To ensure that procedures are in place to appeal the Principal’s decision to suspend a student.
- To ensure that fair procedures are accessible to people with disabilities or those from different language or cultural backgrounds.
- To promote and facilitate positive behaviour initiatives which are run by the school such as student award and merit systems.

## **Section 2: Promoting Positive Behaviour**

Promoting good behaviour is one of the main objectives of the school’s Code of Behaviour. Through its ethos, policies and practices, St. Joseph’s seeks to be actively committed in promoting positive behaviour and the school sets and proactively encourages high expectations for students in all areas of school life, be it academic, sporting, cultural and social. It seeks to prevent inappropriate behaviour. This can be achieved by mutually respectful relationships between student and teacher.

- Students are given responsibility and are encouraged to understand why the code is important.
- The code is made to work in a fair and consistent way.
- Standards are clear, consistent and widely understood and high expectations are set.
- The school climate and atmosphere are created by the actions of everyone who is connected to the school: teaching staff, other staff, parents/guardians and students.
- Parents/Guardians, students and teachers are invited to be involved in seeking to promote good relationships through positive interactions.
- Teachers model the behaviour expected from students.
- Clear boundaries and rules are set for students.
- Students are helped to recognise and affirm good behaviour.
- Positive feedback is provided through TYRO where merited. St. Joseph's acknowledges, promotes and rewards good behaviour in a variety of ways. This includes the following:
  - Verbal recognition.
  - Written notes in TYRO/journal acknowledging positive behaviour or work.
  - Merit system for students: Teachers can formally acknowledge positive behaviour by awarding merits. At the end of each month students who display positive behaviour may be awarded a certificate of recognition.

### **School Merit and Awards System**

This system seeks to acknowledge and reward students who:

- Attend school regularly
  - Adhere to the Code of Behaviour on a regular basis
  - Acknowledge breaches of the Code of Behaviour and make significant effort to improve
  - This system will be administrated and monitored through TYRO.
1. Each student will begin the school year with 100 points.
  2. Every student who completes the school year with 100 points and over will receive a gold certificate of merits acknowledging their commitment to good behaviour during the school year, unless suspended over the course of the school year.

3. Each positive comment which is entered on TYRO is worth +1 and each negative comment is worth -1.
4. Only students with over 100 points and who have not been suspended over the school year will be considered for merit.
5. Monthly certificates will be given to the top 2 students receiving positive commentary in each class group. Individual students can only receive 3 of these awards in any school year
6. This merit system will be administrated through:
  - All staff having a responsibility for entering positive commentary
  - Senior Management and Year Heads administer Merits and Awards

The following section details the list of awards, the criteria for selection of awards and the method in which a student will be chosen for an award.

## **School Awards System**

This system seeks to acknowledge and reward students who:

- Attend school regularly
- Adhere to the Code of Behaviour on a regular basis
- Acknowledge breaches of the Code of Behaviour and make significant effort to improve
- This system will be administered and monitored through Tyro.
- All school awards are signed off by an Awards Committee consisting of Senior Management, Year Heads, and Guidance Counsellor
- The role of this committee is to ensure that all award winners meet the necessary relevant criteria to be a recipient of a particular individual award
- The verdict of the Awards Committee will be final.

### **1. Special Merit Award - Decided by staff in consultation with Senior Management.**

1. Each student will begin the school year with 100 points.
2. Every student who completes the school year with 100 points and over will receive a gold certificate of merit acknowledging their commitment to good behaviour during the school year, unless suspended over the course of the school year.
3. Each positive comment which is entered on Tyro is worth +1 and each negative comment is worth -1.
4. Only students with over 100 points and who have not been suspended over the school year will be considered for merit.

5. Monthly certificates will be given to the top 2 students receiving positive commentary in each class group. Individual students can only receive 3 of these awards in any school year

6. This merit system will be administered through:

- All staff having a responsibility for entering positive commentary
- Senior Management and Year Heads administer Merits and Awards School overall awards

**2. The Sports Star Awards-Pearsa Spoir na Bliana .- To be decided by PE Dept, teachers involved in sport in the school and Senior Management.**

- There are two sports stars of the year awards. The Junior Sports Star Award and the Senior Sports Star Award. Input will be sought from the relevant PE Teachers and sports team management. It will then be brought to the Awards Committee to ensure that the sports award winners meet the necessary relevant criteria to be a recipient of the particular individual award.

**3. CEIST Award - To be decided by the RE Dept in consultation with Senior Management.**

- The CEIST award can be awarded to any student in the school who displays the core values of CEIST and our school ethos of care, compassion, responsibility, respect, hospitality, tolerance and inclusion. This can be done through any one act or multiple acts throughout the academic year. It will then be brought to the Awards Committee to ensure that the CEIST award winners meet the necessary relevant criteria to be a recipient of the particular individual award.

**4. School Leadership Award - To be decided by staff in consultation with Senior Management.**

- This award is given to students who show leadership qualities and display the qualities that we value here in St. Joseph's Spanish Point. It will then be brought to the Awards Committee to ensure that the school leadership award winners meet the necessary relevant criteria to be a recipient of the particular individual award.

**5. Subject Specific Award. (eg. Engineering Student of the Year) - To be decided within the Subject Department in consultation with Senior Management.**

A subject specific award is given to students who have excelled in a particular subject. These students may have taken a positive approach to the subject or may have produced some excellent work in a particular subject. This award offers scope to acknowledge these students' dedication and hard work in a subject. (Note: Not all subject departments may wish to distribute a Subject Specific Award).

**6. Student Council Award - To be decided by the teacher involved in the running of the Student Council in consultation with Senior Management. Members of the Student Council may also have a say.**

- This award is given to a student or students who are not part of the student council but who display and promote the values of the Student Council. These students may show a keen interest in the activity of the Student Council or the development of the school. It will then be brought to the Awards Committee to ensure that the student council award winners meet the necessary relevant criteria to be a recipient of the particular individual award.

**Voting Method**

- One google form will be sent to all relevant teaching staff and Special Needs Assistants . Teachers have the option to input their nominations on this google form. A final shortlist (between 3-5) will then be brought to the respective committee and a final decision will be made. The verdict of the committee is final.

**Student of the Year Awards**

**The Student of the Year Awards- Macléinn na Scoile.**

A student of the year award is presented to the following year groups.

- 1st Year
- 2nd year
- 3rd year
- Transition Year
- 5th Year
- 6th Year
- Leaving Cert Applied
- Radharc na Mara.

**Criteria for Student of the year**

**Students must...**

- Have at least 100 points on Tyro
- Have a high level of school attendance.
- Engage in extracurricular activities
- Engage in classroom based activities (Classwork, Homework and so on) to the best of their ability.

**Overall Student of the Year-Macléinn na Scoile.**

The overall student of the year will be awarded to a sixth year student each year. The students in other years need to understand that their turn will come. The award will be presented to the student who has made the most outstanding contribution to the school. The overall student of the year is presented to the student who, in the opinion of the student body, staff, guidance counsellor and chaplain, Year Head, Deputy Principal and Principal has made the best contribution to school life over the years they have attended the school. The student should have reached his/her potential academically. The student should have con-

tributed to extracurricular activities e.g. student council, sport, music etc. The student should be seen as a role model to be emulated.

### **Voting Method**

- List of criteria created to identify what qualities/achievements a student of the year should display. This criteria is shared with students before they vote.
- Students in each year group vote for their own year groups 'student of the year'. (1st years vote for 1st year student of the year only). Students and staff will only vote for one person. Every student in the school votes for 'Overall student of the year'. Staff will also have a vote on all of the above. Each student and staff vote will be worth 1 point. It is envisaged that voting will now take place electronically. When voting is complete the names of the top 3-5 students in each category will be brought to a committee meeting of Senior Management, Year Heads and Guidance Counsellor. A student will then be chosen. The verdict of the committee will be final. **\*Results of all ballots are confidential.**

### **Presentation of Awards**

The presentation of awards takes place at the end of the academic year usually in May. A guest of honour is invited to present the awards. The guest is an individual of national or local standing or a past pupil who has made a contribution to society. All members of the school Community are invited to the awards including the Board of Management, parents, staff and students.

## **Section 3: School rules and expected student behaviour**

### **1. Students should attend school every day and arrive prepared, ready and on time for each class.**

This means:

- That you attend everyday unless it is absolutely unavoidable.
- That if you miss school you bring an absence note to the office.
- That if you are late you must sign in at the office and have a note of explanation.
- That if you must leave school during the day, you bring in a note and a parent/guardian must sign a special register book.
- That you arrive at all classes on time and you not delay on the way to class.

### **2. Students should do their best to work both in class and at their homework.**

This means:

- That you come properly prepared for your subjects, i.e. that you have all your copies, pens and any other specialist equipment required.

- That you listen to your teachers and concentrate on learning.
- That you allow teachers to teach and fellow students to learn.
- That you do not disturb the class or the intended learning environment.
- That you do your homework each night, it must be completed to the highest possible standard or evidence of an attempt should be made.

### **3. Students must come to school in full uniform, clean and tidy**

This means:

- That you wear the crested maroon school jumper, blue shirt, grey trousers or maroon skirt and black leather shoes or black runners.
- Full uniform should be worn with pride from the time you leave your home until you return, and during out of school activities.
- Students should wear a blue or black polo shirt top and blue or black tracksuit bottoms to P.E. classes. Students should also bring a separate pair of runners and socks. A light rain jacket is recommended for outdoor activities.
- Failure to present in uniform without a note will result in a school detention.

### **4. Students must have respect, courtesy, consideration and good manners in their dealings with others**

This means:

- Every individual has the right to be treated with respect, tolerance, understanding and in a just manner.
- Being fair to everyone.
- Helping other students if they need help.
- Not bullying others.
- Not fighting in or outside of school.
- You respect the property of fellow students and teachers.
- Respect school property.
- All students show politeness, respect and courteous co-operation to all school staff, fellow students, visitors to the school, bus drivers and members of the community at all times.

### **5. That you respect the school environment**

This means:

- Keeping school clean and free of litter.
- Litter must be placed in bins.



- No chewing gum.
  - You do not damage school property.
- 6. Students should not possess or smoke cigarettes/including e-cigarettes or other substances in school or while travelling to and from school**
- The school promotes an anti-smoking policy on health grounds. Smoking including e-cigarettes is prohibited in school, on school grounds, and on school related activities. Parents/guardians will be informed. A 5 day suspension may apply to any student found smoking or in the company of smokers.

## **7. Use of Mobile phones will be in line with the schools Acceptable Use Policy and Yondr Policy**

This means:

- Mobile phones should be secured in their Yondr Pouches throughout the school day. They should not be visible or turned on during class time without the teachers' permission. If a teacher or staff member sees or hears a mobile phone it will be confiscated. It must be given to the teacher or staff member on request and it will be left in the school office to be collected by the student's parent/guardian after school at the end of the school day.
- No Photographs, recordings video or audio may be made without the expressed approval of a member of the teaching staff and no pictures should be posted online without the consent and approval of all parties/students involved.
- No use of mobile phones/tablets/social media/ networks or any other such devices will be used to defame any member of the school community and/or outside personnel/visitors/visiting school members.
- The school should never be brought into disrepute by any and every known method of communication outlined above.
- No video recording or photograph shall be made or taken, made with a mobile phone or electronic device of another person in school, its environs and /or at any school event without prior permission.
- Any student that has reason to believe that a video or picture that may have been taken of them outside of school, that has been circulating in school, must have evidence of the of the photograph or video when reporting it to school management.

## **8. Illegal, addictive Substances e.g. alcohol and unprescribed drugs are strictly banned in St Joseph's Secondary School.**

This means:

- The school will be obliged to inform Parents/Guardians and the relevant authorities and impose necessary sanctions, in line with the school policy on Suspension/Expulsion, if students are found in possession of these substances.

## **9. The School Student Journal is an essential part of communication between teachers and parents.**

This means

- All students are issued with a journal by the school and are required to have it in class at all times.
- Failure to produce the journal when required to do so by a teacher is a breach of the Code of Behaviour.
- Students who deface their school journal will be required to replace it and may be subject to the appropriate sanctions.
- Junior Cycle students are required to have their journal signed by a parent/guardian every weekend for Class Tutor time each week.

### **School Detention Procedures**

A classroom teacher can run their own individual detention as part of their own classroom management strategy. They can also make a referral to a Year Head for a student to be put on a lunchtime detention. For this to happen, evidence of persistent behaviour issues or persistent failure to comply with classroom rules or expectations will have to be made visible on TYRO to the Year Head. This can be issued for reasons such as (but not limited to):

- persistent disruption
  - persistently not completing homework or assignments (e.g. failing to complete homework three or more times)
  - being uncooperative
  - persistent lateness
  - Out of Uniform
1. A comment on TYRO should be recorded if the behaviour appears to be persistent in nature.
  2. Before the teacher records a third comment the teacher will contact the parent to discuss the students' behaviour to try and come to a solution.
  3. If the matter is not resolved following these steps, a referral to the Year Head can be made and the student will be notified by the Year Head of their detention in advance.

4. The detention will be recorded on the student's profile on TYRO as "Note to Parent" and will be uploaded by either the Year Head/Deputy/Principal that issued the detention to notify parents for the reason and date for detention.
5. If a student fails to present for detention, they will automatically have to do a second detention and a Deputy detention which will be held on Thursday.
6. A Deputy Principal detention acts as an additional layer of support provided to the student before he/she is put on a School Report.

The supervising Year Head and Deputy Principal will:

- be in attendance at the start time of the detention
- ensure good order is observed throughout the detention
- distribute any materials which students are required to complete
- record attendance and non-attendance at detention

### **Escalation of Code of Behaviour**

All behaviour is reported on TYRO for both positive and negative comments

The Year Head tracks all comments pertaining to their year group on a weekly basis.

- Before a third negative comment is recorded, class teachers must contact the parents about the student and this communication will be recorded on TYRO "students' parents have been contacted".
- Once the student reaches a fourth negative comment, a detention will be issued.
- A fifth negative comment will result in a Deputy Principal detention.
- A sixth complaint will result in a school Report- a school behavioural report with three clear targets for students to work towards and achieve in each lesson and at break and lunch time.
- The report card must be presented to the teacher at the beginning of the lesson and collected and signed by the teacher at the end of the lesson.
- The student will return the completed report card on a daily basis to either the Year Head, Deputy or Principal at the end of each school day to be reviewed and signed. This report card will then be signed by the parent/guardian on completion.

- Before a second report is issued the student will meet with members of the Care Team and the parents/guardians will be invited in for a meeting with Senior Management and the Year Head.
- It will remain at the Year Heads and Senior Managements discretion as to the appropriate consequence for a students' misbehaviour.

If deemed serious enough, a student may be automatically placed on detention or report.

This shall remain at the discretion of the Year Heads and Senior Management. (See Appendix 1)

**Incidents of serious misconduct and misbehaviour which may lead to suspension may include but not limited to:**

- Verbal abuse
- Physical assault of a student
- Truancy
- Smoking/Vaping
- Damage to school property
- Possession or use of prohibited substances such as e-cigarettes or alcohol
- Failure to observe and comply with the acceptable use policy

## **SUSPENSION & EXPULSION**

### **Introduction**

This policy document sets out procedures to be applied when the Suspension or Expulsion of a student is being considered. These sanctions affect a student's access to education and must be applied having regard to the rights of the individual student.

For the purposes of this policy:

- **suspension** is considered to be the withdrawal of permission from a student to attend school for a specified period of time.
- **expulsion** is considered to be the permanent exclusion of a student from this school.

The Code of Behaviour outlines a range of sanctions which may be imposed. It is the duty of parents/guardians and students to familiarise themselves with the Code.

### **Scope**

This policy applies to all of our pupils:

- during the school day.
- while on school related activities.

## **Relationship to Mission Statement**

This policy derives from the Mission Statement and is directly linked to its aims, in particular to respect the individual's rights and self worth while promoting a happy, safe and Christian environment where all may realise their spiritual, educational and personal potential.

## **Rationale**

Our rationale for this policy is as follows:

1. To satisfy the legislative requirements associated with:
  - Sections 15(2)(d), 28(1) and 29(1) of the Education Act 1998.
  - Sections 23 and 24 of the Education (Welfare) Act 2000.
  - Section 7(2)(d) Equal Status Act.
  - Deed of Trust for Community Schools.
2. To provide a transparent framework for the fair application of the sanctions of suspension and expulsion.

## **Policy Content**

### **a. Suspension**

- The authority to suspend is vested in the Principal or, in the absence of the Principal the Acting Principal, subject to the right of the parents/guardians (or a student who is 18 years and over) to appeal to the Board of Management.
- The period of suspension shall be proportionate to the breaches of school rules. A student will not be suspended for more than five days except in exceptional circumstances where the Principal considers that a longer period is needed to achieve a particular objective.
- When a student is being suspended for six days or more, the Principal will inform the Educational Welfare Officer in writing.
- The Board of Management may impose a longer period of suspension. Where a student has been suspended for a total of 20 days in any school year, the suspension is subject to appeal under Section 29 of the Education Act.

(b) Suspension is a serious sanction and may be considered in the following circumstances:

1. Verbal abuse of Staff.
2. Offensive language directed at a teacher.
3. Serious damage to school property.
4. Serious assault on another student/staff member.
5. Continuation of bullying of a student despite warnings.
6. Smoking/Vaping on school grounds/activities or in the possession of cigarettes/e-cigarettes
7. Being in the presence of someone smoking/vaping
8. Selling, being in possession of or using alcohol/drugs.
9. Having three Formal Complaints.
10. Any other serious offence or conduct which management believes warrants suspensions.
11. Involved in an arranged fight.
12. Constant disruption of the education and learning environment of others.
13. Selling, setting off or being in possession of fireworks.

### **Suspension Procedure**

1. When a suspension is being considered, the Principal/Deputy Principal/Year Head
2. interviews the student who is given the opportunity to respond.

3. If it is decided that a suspension should take place, the parents/guardians are
4. informed by letter and/or by phone.
5. Pending the implementation of the suspension, the student may be withdrawn from
6. class.
7. The parents will be informed of their right to appeal to the Board of Management.
8. While a student is completing a suspension, the Year Head will circulate an email to the teachers of the student, to submit work that can be completed while on suspension. The work can be emailed or sent home to the parent.
9. On return from suspension a reflective support card will be issued to the student.
10. The reflective support card will have three clear targets to follow each day and must be presented to each teacher at the beginning of the lesson, to be signed at the end and returned to the student.
11. The student will meet with the Year Head, Deputy or Principal to collect the report card in the morning and it must be returned for review at the end of the day to either of the above.
12. After three weeks there will be a review of the students' progress by way of a meeting with the Parents/Guardians.

### **Appeal to the Board of Management**

1. A parent/guardian has seven days in which to lodge an appeal. If the student appealing suspension is 18 years or older, he or she may appeal in their own right.
2. The grounds for the appeal must be made in writing.
3. The appeal will be considered at the next Board meeting or at an extraordinary meeting of the Board, which the parents/guardians can attend at a specific time, subject to giving two days notice of their intention to attend the meeting.
4. At the Board meeting, the Principal outlines the reasons for his/her recommendation.
5. The Parents' appeal is then heard by written submission and/or orally.
6. The Principal may take no further part in the discussion other than to clarify matters raised in the parents/guardians' appeal. The Principal and parents (if present) leave.
7. The Board makes its decision and communicates it to the parent/guardian.
8. The Board may agree that another sanction is applied.

### **Expulsion**

The authority to expel a pupil rests with the Board of Management. 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.
- The student is responsible for serious damage to property.
- Having, passing, selling or taking illegal substances.

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, school authorities have tried a series of other interventions and believe they have exhausted all possibilities for changing the student's behaviour.

## **Expulsion Procedure**

1. The student is interviewed by the Principal and given an opportunity to respond.
2. The parents/guardians are informed, in writing, of the grounds upon which expulsion is being considered and the nature of the evidence being relied on.
3. The parents/guardians are provided with an opportunity to consider the evidence and to offer evidence in rebuttal.
4. If the Principal decides to recommend to the Board of Management that the student can be expelled, the Principal must:
  - Inform the student's parents/guardians by registered post of the decision.
  - State the reason(s) for the recommendation.
  - Give at least five days' notice of the Board meeting at which the recommendation will be considered.
  - Inform the student's parents/guardians of their right to make representations to the Board of Management on behalf of the student.
  - Prepare a report for the Board containing all the relevant material relating to the case.
  - Send out a copy of the report by post to the parents/guardians of the student.
5. Parents are required to give two days notice to the Secretary of the Board of Management of their intention to make such representations to the Board of Management, after which they are invited to attend the meeting at a particular time.

## **Meeting of the Board of Management**

- The Board will examine the report and will seek clarification (if any) from the Principal.
- The Chairperson will give the parents sufficient time to respond to the report and make representations on behalf of the student.
- The Principal may take no further part in the discussion other than to clarify matters raised in the parents/guardians appeal. The Principal and parents leave the meeting.
- The Board makes its decision and communicates it to the parents/guardians.

## **If the Board expels the student:**

- The parents/guardians (or the student who is over 18 years of age) must be informed of their right to appeal the decision to the Secretary General of the Department of Education & Science under Section 29 of the Education Act, 1998.
- The Board informs the designated Educational Welfare Officer of its decision. The student shall not be considered expelled before the passing of twenty school days from the receipt of such notification by the Educational Welfare Officer.
- The Board may decide to suspend the student from school during this period.

## **If the Board decides not to expel the student:**

- The Board will prepare an alternative sanction in consultation with the Principal.

## **Related Policies**

Admissions Policy, Substance Use Policy, Anti-Bullying Policy.

## **Monitoring & Review (Roles & Responsibilities)**



The Principal assumes the responsibility for monitoring the effective implementation of this policy. This policy will be subject to a review every three years or at an earlier date if considered desirable by the Board of Management.

### **Child Protection**

Please refer St. Joseph's Child Safeguarding Statement, which is available on request. It is on prominent display at both of the school's entrance foyers and is available on the school's website.

[www.stjosephsspanishpoint.com](http://www.stjosephsspanishpoint.com)

**Appendix 1**

BEHAVIOUR EXAMPLES		SANCTIONS AND CONSEQUENCES		
LEVEL	BEHAVIOUR	ROLE OF TEACHER	ROLE OF YEAR HEAD	ROLE OF SENIOR MANAGEMEME
<b>1</b>	<ul style="list-style-type: none"> <li>• No Homework</li> <li>• Not in correct school uniform (without a note is an automatic school detention)</li> <li>• Non-uniform items</li> <li>• Failure to bring correct equipment e.g. copy/book/PE gear etc.</li> <li>• Eating/chewing gum in class</li> <li>• No Journal</li> <li>• Lateness to lesson (without note) or slow to prepare for lesson</li> <li>• Use of mobile phone or other electronic devices/equipment without permission</li> </ul>	<p><b>The teacher focuses on addressing incidents of low-level disruption and makes every effort to solve any low level discipline problems themselves as they arise using their own classroom management strategies and techniques.</b></p> <p><b>Step 1-</b> The teacher will endeavour to talk, listen, understand and resolve the issue with student.</p> <p><b>Step 2 -</b>The teacher provides a clear warning to the student to rectify the problem if it happens a second time</p> <p><b>Note:</b> If it is the case of being in possession of a Mobile Phone or electronic device or ear phones these will be confiscated and should be collected at the end of the day by student/parent</p>	<p><b>The Year Head will support all teachers in dealing with incidents and resolving issues.</b></p> <p>The Year Head will monitor all student behaviour on a weekly basis.</p> <p>All comments recorded by teachers are visible to Year Heads.</p> <p>Student behaviour is visible on a daily basis on each Year Heads dashboard on TYRO.</p>	<ul style="list-style-type: none"> <li>- Senior Management will monitor behaviour and comments for all Year Groups recorded on TYRO on an ongoing basis</li> <li>- The Deputy Principal will notify staff with a Behaviour Update each week</li> </ul>

<b>2</b>	<ul style="list-style-type: none"> <li>• Repeating any of the above</li> <li>• Homework/project work not handed in on time</li> <li>• Inappropriate classroom behaviour e.g. not listening to staff/time</li> <li>• Poor manners/Bad language</li> <li>• Interrupting the learning of others</li> <li>• Inappropriate break time behaviour and misuse of the environment</li> <li>• Not enough, or poor quality, work produced</li> <li>• Deliberate disruption of the lesson e.g. calling out/moving around the classroom without permission</li> <li>• Being late or missing a lunch time Detention by a Year Head</li> <li>• Unpleasantness towards another student; e.g. verbal abuse or nasty text/visual 'messages</li> </ul>	<p><b>Step 1</b> – The teacher will provide a clear warning and will implement their own classroom management strategies and techniques to improve behaviour</p> <p><b>Step 2</b> – If a 3rd TYRO comment is reached the parent can be contacted by the teacher</p> <p><b>Step 3</b> – The teacher writes a note on TYRO for parents/guardians to read</p> <p><b>Step 4</b> - Year Head referral for school detention</p> <p><b>Step 5</b>- Continued poor behaviour will result in a lunchtime detention with the Deputy Principal on Thursday</p> <p><b>Consequences</b></p> <p>Permanent record on TYRO</p> <p>Lunchtime in detention</p> <p>Possible Report Card</p>	<p>The Year Head will monitor all student behaviour on a weekly basis</p> <p>Once a student accumulates 4 or more negative comments on TYRO a Year Head will make a referral for lunchtime detention</p> <p>The Year Head may put a student on Tuesday or Thursday detention</p> <p>A 'Note to Parent' will be recorded on TYRO to notify the parent that the detention will or has taken place</p>	<ul style="list-style-type: none"> <li>– The Deputy Principal will notify staff with a behaviour update each week with a list of students that completed detention</li> <li>– Senior Management should be notified and informed of any serious incident or behaviour that may occur if the Year Head deems it necessary</li> </ul>
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3	<ul style="list-style-type: none"> <li>- Lost or unsatisfactory Report Card</li> <li>- Rude or uncooperative attitude</li> <li>- Failure to improve disruptive behaviour following consequences from Level 2</li> <li>- Refusing to move, or work, or give correct name to any member of staff</li> <li>- Sexist/racist/homophobic comments or inappropriate language overheard</li> <li>- Leaving a class or school without permission</li> <li>- Missing a lunchtime detention</li> <li>- Smoking on the school site - including cigarettes and e-cigarettes</li> <li>- Abuse of digital technology facilities e.g. sending inappropriate emails, posting inappropriate material on websites, inappropriate copying</li> <li>- Escalation of nastiness towards another student; e.g. physical violence</li> </ul>	<p><b>Step 1</b> – The teacher will provide a clear warning</p> <p><b>Step 2</b> – May be removed from class by Year Head or Deputy and recorded on TYRO</p> <p><b>Step 3</b>- Lunchtime <b>and/or</b> Deputy Principal detention will be set and parent(s)/guardian(s) will be notified with a “Note to Parent” on TYRO</p> <p><b>Step 4</b> - Parents contacted to notify them of the behaviour</p>	<p>The Year Head will call the parent and discuss the behaviour or issue arising</p> <p>The Year Head may request a meeting with the parent/guardian to be scheduled to discuss the matter further</p> <p>In the event of a student being put on Report, the Year Head will notify the student and his/her parents/guardians</p> <p>The Year Head will create and set clear targets for the student each day</p> <p>The Year Head will meet the student each morning and evening to check that the report card has been completed to a satisfactory level and has been completed by all teachers</p>	<ul style="list-style-type: none"> <li>- Deputy Principal Detention</li> <li>- Deputy Principal can arrange withdrawal until apology has been made both verbal and written (on a short-term basis after discussion with Year Head and Deputy)</li> <li>- TYRO record on student profile</li> <li>- Report card may be issued</li> <li>- Serious incidents will be followed up by Deputy Principal or Principal and a meeting with parents/guardians may take place if necessary</li> </ul>
4	<ul style="list-style-type: none"> <li>- Arguing or swearing at a member of staff (even if under your breath)</li> <li>- Leaving the school premises without permission and signing out</li> <li>- Vandalism or damage to school environment e.g., graffiti, damage to furniture</li> <li>- Smoking on the school site - including cigarettes and e-cigarettes</li> <li>- Bringing in, or using, any inappropriate substances or materials</li> <li>- Repeated abusive behaviour towards another student</li> </ul>	<p><b>Step 1</b> – Immediate removal from class</p> <p><b>Step 2</b> – Temporary internal isolation, while investigation is carried out, with the possibility of suspension</p> <p><b>Step 3</b>- Parent(s)/Guardian(s) are informed immediately of the behaviour</p> <p><b>Step 4</b> –The Gardai may be informed depending on the seriousness of the offence</p>		<ul style="list-style-type: none"> <li>- A formal meeting with the Principal may be requested</li> <li>- The Principal will make the final decision on whether to issue a suspension and the duration of the suspension will be determined on the seriousness of the offence or behaviour.</li> <li>- The appropriate outside agencies and/or support services may be used</li> </ul>

