

# **St. Brogan's College – Code of Behaviour**

## **St. Brogan's Mission Statement**

Our mission in St. Brogan's is to:

- Provide schooling where each pupil can participate in a wide range of learning opportunities designed to promote their spiritual, moral, cultural, mental and physical development at school and within society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To cherish all students equally and to encourage all students to make a positive contribution to their school, teachers, visitors and their peers.
- To facilitate students in acquiring a sense of pride of place within the school and to realise that their individual and collective contribution is recognised and valued at all times.
- To ensure the provision of good organisational structures, a comprehensive curriculum, effective communication with parents on the progress of individual students, special education, Guidance and Counselling.
- To provide a secure and harmonious environment within which staff and pupils can work together to achieve their aims.
- To ensure that issues either threatening or interfering with the rights of the individual within the school receive an immediate response in order to safeguard the individual's concerns.
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## **Development of the Code of Behaviour**

The present code of behaviour was developed over a three year period between 2008 and 2011. This code has built on the existing rules and procedures that have developed in the school over many years. Development of the code was engaged in by all the partners and sets out standards of behaviour and procedures to achieve goals set out in the school mission statement.

## **The purpose and content of Standards of Behaviour**

### **The Code of Behaviour:**

- Clearly state the standards of behaviour of all students
- Define the parameter within which the school can function effectively
- Ensure a safe and healthy environment prevails in the school
- Set out sanctions for when the Code of Behaviour is breached

## **When and where behaviour will be subject to the code of behaviour**

The code of Behaviour applies to any situation including:

Where the good name of the school is being called into disrepute.

- Going to and from school
- School trips/outings/extracurricular activities
- During internal/state exams
- At after school study/homework clubs
- For school events held in evenings
- For any event or activity that students of St. Brogan's are officially participating in such as charitable collections/ community activities.
- *Where the actions being undertaken affect the ability of the student or other students to benefit fully from the educational system e.g. bullying of students by others in the school even where the bullying may be taking place outside of school time but impacting on the education of the student*

## **The plan for reviewing the code**

The code of behaviour is to be reviewed on an ongoing basis by the Principal/Deputy Principal/SDP Coordinator/ Year Heads. The entire policy will be reviewed and evaluated every 2 years.

**Review Date:** Autumn 2013

## **Expectations for Students, staff and parents and the creation of a happy school environment**

The school aims to promote a safe, secure and happy learning environment free from discrimination, harassment and related behaviour as outlined in the Equal Status Act 2000. The nine grounds of discrimination contained in the Act are gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the travelling community.

To achieve and this environment, the school endeavours to provide clear structures and guidelines while simultaneously meeting the needs of all its pupils. For their part, students, staff and parents need to cooperate with and support one another to help maintain and progress this environment.

## **Students are expected to**

- Respect each other, accepting that differences in opinion, tradition, culture etc. may exist
- Respect all adults in the school community including SNAs and ancillary staff.
- Respect school resources, realising that the school, its equipment and its environs are there for the benefit of all students present and future
- Respect the rights and property of the wider community within which the school functions

### **Teachers are expected to**

- respect all pupils, accepting that differences in opinion, tradition, culture etc. may exist
- Uphold the standards of behaviour implementing it in a positive and balanced manner
- Maintain good relations with parents
- Respect other staff members realising that all contribute in their own way to the overall mission of the school.

### **Parents are expected to**

- Support their son/daughter as they progress through secondary school
- Support the school and teachers by encouraging students to adhere to the code of behaviour and by fulfilling their
- own roles in that code.
- Respect the professional opinion of teachers

### **Roles and responsibilities of staff members in relation to behaviour**

#### **Staff**

Teachers are expected to implement the Code of Behaviour in a fair and consistent way. Teachers and management will ensure that in applying sanctions, the duty of care to the student is maintained. Teachers will help create a positive and happy school environment that promotes good standards of behaviour by building positive relationships with students.

#### **Parents**

Parents are expected to support the Code of Behaviour through reinforcing the high expectations and standards of behaviour in St Brogan's. Parents, by having a positive attitude towards school in general, can exercise great influence on the behaviour of their children in school.

#### **Pupils**

Each pupil is expected to do all in his/her power to uphold, and do nothing in his/her power to hinder, compliance with the Code of Behaviour in general. Students are expected, in particular, to comply with the School Expectations, School Policies and all regulations, instructions and directions, whether written or oral, considered necessary from time to time by the school authorities. Students are expected to take responsibility for their behaviour and to ensure that their behaviour does not damage the educational opportunities of other students.

### **Procedure for raising a concern or bringing a complaint/Where to get help**

#### **Parents**

Concerns about a student should ideally be raised with the Year Head. Year Heads will coordinate any effort within the school working in conjunction with the Class Tutor, HSCL teacher, Guidance Counsellor, Principal and Deputy Principal on all issues. Some issues may be of a private or sensitive nature and as such should be confined to the Principal and he/she can determine who should be aware of these on the staff if any.

## **Students contact if/when problems arise**

Class Tutor  
Year Head  
Deputy Principal  
Principal

A student experiencing difficulties can contact any staff member. Ideally, the first point of contact for a student is the Class Tutor. Failing this, students should approach the Year Head and failing this, the student should approach the Deputy Principal /Principal. A Guidance Counsellor is also present and students can be referred to this teacher via the Principal. Serious or urgent complaints or concerns of should be addressed directly to the Principal/Deputy Principal of the school.

## **Procedures for notifying the school about reasons for absence from school**

1. Parent should ensure their children have full attendance at school regularly in order to maximise the learning opportunities available.
2. When a student is absent from school parents should
  - Notify the school on the day the of the absence by telephoning the main office
  - On return to school by the student write a note in the homework journal explaining the reason for the absence of the student
  - The student should present this note to the class tutor where it will be placed in their file.
  - The note in the journal should be available to be shown to all subject teachers
  - When a student is absent and a parent/guardian has not informed the school, the parent may be contacted by the school by phone. Notwithstanding this, the parent/guardian should still send an explanatory note in the homework journal.
  - Where a student is to absent for part of a day the parents should write a note to this effect in the homework journal
  - The student must present this note to the main office where it will be recorded in the sign out book.
  - The student must sign themselves out at the appropriate time and when possible the parent/guardian collecting the student should sign the student out.

## **Student Supports**

At all stages of the disciplinary system appropriate interventions are made to help students change their behaviour. The management may involve some or all of the following in supporting the student, the Subject teacher, Class tutor, Year Head, Pastoral Care Team or School Completion Plan personnel and the Guidance Counsellor. Other appropriate interventions may also be put in place to help students in difficulty. External agencies such as the HSE, NEPS, etc. may also be involved.

## Systems for promoting good behaviour, progress and effort

Good behaviour is promoted and encouraged in formal and informal ways in St. Brogan's College. These include

<b>System</b>	<b>Explanation</b>
<b>Positive note in the school journal.</b>	On seeing this note both the Class Tutor and Year Head should endeavour to acknowledge the student in question.
<b>Praise</b>	Teachers should utilize some or all of the following: <ul style="list-style-type: none"> <li>• Ensure praise forms part of homework correction. Teachers therefore should ensure that some element of homework is achievable by all.</li> <li>• Acknowledge honest effort with a positive comment</li> <li>• Praise and acknowledge achievement in an informal manner whenever possible.</li> <li>• Build in opportunities for students to experience success</li> </ul>
<b>Continuous Professional Development</b>	Improving the quality of teaching in the school will help to promote good behaviour
<b>Provision of Special Needs</b>	A variety of in-class and in-school strategies exist to help pupils with special needs cope with learning thereby improving self esteem and behaviour
<b>Emphasis on Inclusion of E.A.L. students</b>	Every effort is made in the school to help integrate E.A.L. students including use of posters celebrating multiculturalism and signs displayed in various languages. Subject departments have also been encouraged to make provision for E.A.L. students in subject planning.
<b>Pastoral Care System</b>	Class tutors develop positive relationships with class group interest/point of contact Tutorial; Tutor meets class groups to discuss issues of concern Tutors try to find positive solutions to disciplinary issues
<b>School awards</b>	These include , Class awards – attendance etc., Year Group awards, Annual Awards Ceremony, Transition Year Awards Ceremony, letters home, postcard home and notes in journal.
<b>Public Acknowledgement</b>	The school endeavours to publically acknowledge students through Articles/photos in Local Press, Articles/photo on School Website, Photo/articles in School Newsletter, Presentation of prizes at Assemblies, Public recognition on the Intercom, School Displays-General notice board and subject notice boards
<b>Student Council Activities</b>	Regular meetings, Democratically elected council, Charity fundraising events, Consultation about school policies, Meetings with Principal/Deputy Principal, Participation in School Open Evening, Participation in School Award Ceremony

<b>Provision of Extra and Co-Curricular Activities</b>	Gaelic Games, Basketball, Rugby, Table Tennis, Ladies Soccer, Athletics, Outdoor pursuits Subject based fieldtrips, Build a Bank Competition, Debating, Art Competitions, Brogan Best' school Magazine, Science Based Competitions, Gaisce Awards, 'Girls Night Out', Swimming, Career Exhibition, Library Visits, Study Skills Seminars, CIT/UCC taster courses, Leaving Certificate Retreat Green Flag Project, Variety of speakers and workshops in Transition Year including
<b>Subject options</b>	Every effort is made to accommodate subject choices in second and fifth year thereby ensuring students are satisfied with their subjects chosen.
<b>Use of Restorative Discipline</b>	The Restorative approach to discipline is utilized throughout the Code of Behaviour. The class tutor and Year Head are encouraged to utilise this approach when appropriate. Similarly the Deputy and Principal are mindful of the benefits of this approach
<b>Individual Teacher Rewards for students</b>	Individual teachers are encouraged to use positive behaviour in their own classroom. These include having a seating plan, verbal and written praise for effort, prizes, use of innovative teaching methodologies, creating pleasant environments, use of a child's name, positive comment at parent teacher meetings, Personal interaction outside class.

### **Procedures for dealing with inappropriate behaviour**

Sanctions determined by the school authorities are imposed on students who do not maintain the expected standards of behaviour. They are applied in a fair and consistent manner and are intended to help pupils understand the consequences of their behaviour and take responsibility for changing that behaviour. Parents are informed and their cooperation required in the case of ongoing/ serious disciplinary problems. Sanctions/Interventions include but are not exclusive to:

<b>Sanction/intervention</b>	<b>Explanation</b>
<b>Verbal reprimand</b>	Teachers censures student for misbehaviour
<b>Assigning of additional work</b>	Student has to undertake additional work
<b>Relocation in classroom</b>	Teacher moves student within the room
<b>Removal from class</b>	Teacher moves student to the care of a colleague
<b>Detention</b>	Student is placed on lunchtime detention.

	Student is placed on after school detention.
<b>Referral</b>	A written account of the misbehaviour is given to the Class Tutor/Year Head/Deputy Principal/ Principal
<b>Report Card</b>	A choice of 1/2/3/5 day cards are available and are issued depending on severity of the incident/frequency of misbehaviour. These are can be issued by the Year Head/Principal/Deputy Principal
<b>Pupil review</b>	A written review of a student's behaviour/work by all teachers
<b>Referral to Deputy/Principal</b>	Students can be referred to the Principal/Deputy
<b>Suspension</b>	A student is suspended from the school for a limited time
<b>Expulsion</b>	Student is removed from the school

### **Bullying and harassment**

Bullying and harassment of students is unacceptable and is not tolerated in St. Brogan's as outlined in our policy on bullying. Students that engage in bullying, once known, are confronted immediately at the appropriate level. Parents if necessary, are informed and appropriate sanctions imposed in accordance with the Code of Behaviour. Support will be provided to both the victim and the student involved in the bullying.

### **Procedures for detention**

Lunchtime Detention - Detention of students may be carried out at lunchtime between 1.05pm and 1.25pm. This ensures students have ample time for lunch. Class tutors or year heads may put students on lunchtime detention.

Teachers are free to issue and supervise detention of their own. Students are expected to complete work while in detention.

After school Detention – This detention takes place between 3:30 and 3:50. The Principal and Deputy Principal operate this detention system for lack of punctuality, corridor indiscipline etc. Students are given a days notice for this detention and it is written in their homework journal. This is to ensure that they have a lift home if they are collected.

### **Policies and procedures for suspension and expulsion**

Suspensions and expulsions can be used as a sanction for persistent misbehaviour or for a serious incident of misbehaviour. The procedures followed are set out in our policies on suspension and expulsion.

**Date the code was approved by the Board of Management**

Signed \_\_\_\_\_ Date

Chairperson of Board of Management

## **Policy on Suspension**

The Board of Management delegates the immediate power to suspend pupils to the Principal (Deputy Principal in his/her absence). A student can be suspended when other sanctions/interventions have failed or for serious misconduct. Some reasons for a suspension include:

- Persistent misbehaviour
- A serious incident of misbehaviour
- Serious damage to property
- Where a student poses a threat to safety
- Where a student's behaviour has a continuing detrimental effect on the education of other students

In some circumstances it may be necessary to impose an immediate suspension. A student may also be suspended for misconduct during state examinations.

## **Periods of Suspension**

A student will normally be suspended for one, two or three days however, in certain circumstances it may be necessary to impose a five day suspension.

For suspension periods in excess of five days, the Principal will consult with the Chairperson of the Board or if necessary with the Board of Management before any decision to suspend for such a period.

## **Procedures for Suspension**

- Student and parent(s) are informed about the complaint leading to a possible suspension.
- The complaint is investigated (where possible the matter will be investigated by the Class Teacher/Year Head/Deputy Principal and a report given to the Principal).
- Following a decision to suspend, a letter detailing the reason for the suspension, the duration of the suspension and in the case of suspension for three days or more, the right of appeal to the Board of Management/DES will be given to the parent(s).
- Following a period of suspension a student is given a five day report card. Misbehaviour on this card may again result in a suspension.

## **Appeals**

For suspensions of three days or more the Principal's decision to suspend a student may be appealed to the ETB of Management and a decision of the Board to suspend may be appealed to the ETB and thereafter to the DES. Where the total number of days for which a student has been suspended reaches twenty days in any one school year students and parent(s) will be told about their right to appeal and given information how to appeal to the DES. The Board of Management or the DES, if appropriate, may remove a suspension.

## **Review of Policy on Suspension**

This policy will be reviewed April 2013. Adopted May 2013

## **Policy on Expulsions**

The Board of Management of St Brogan's College may if necessary make a decision to permanently exclude a student from school.

## **Grounds for Expulsion**

The Board of Management may expel a student when all other sanctions and interventions have failed. A student can be expelled for a single grave offence. In all cases of expulsion due process and fair procedures will be followed by the Board of Management. The decision to expel a student is a very serious step and will only be taken in extreme cases of misbehaviour such as:

- Persistent and significant disruption of teaching and learning in the school.
- Where the student's behaviour adversely affects the education and or well being of other student(s).
- Where a student poses a threat to safety
- Where a student causes damage to property
- Violence or physical assault
- Supplying illegal drugs to other students
- Sexual assault and/or harassment

## **Procedures for Expulsion**

- The student and parents are informed about the unacceptable behaviour, the investigation into the behaviour and how this behaviour could result in expulsion.
- The misbehaviour is investigated under the direction of the Principal and a report prepared.
- The student and parents are given an opportunity to come to the school and respond to the complaint of serious misbehaviour. If a student and his/her parents fail to attend a meeting, the Principal will write advising of the gravity of the matter and the duty of the school authorities to make a decision to respond to the misbehaviour.
- Following the investigation and the meeting with the student and their parents the Principal can decide to make a recommendation to the Board of Management to consider expulsion.

The Principal will then:

- Inform the parents that the Board of Management is being asked to consider expulsion and invite the parents to a hearing by the Board.
- Advise the parents that they can make a written or oral submission to the Board of Management and give adequate time for the preparation of any submission.
- Ensure that the parents and the Board of Management have all relevant information, records and reports.
  
- The Board will review all documentation and procedures and hold a hearing. At the hearing the Principal and the parents will put their case to the Board. The principal and the parents can question the evidence of each other. The parents can make their case for reviewing or lessening the sanction.
- The Board having considered all the evidence will decide whether or not expulsion is the appropriate sanction.
- If the Board is of the opinion that the student should be expelled, the Education Welfare Officer will be informed in writing of its opinion and the reasons for this opinion. The Board will implement the decision to expel twenty days after the EWO receives the written opinion of the Board. The parents will also be advised in writing of the Board's decisions and communication with the EWO.
- The Principal will meet with the EWO as necessary to consult over the future education of the student. The Board may consider the suspension of the student if necessary at this time.
- At the end of the twenty day period following the notification to the EWO and where the Board remains of the view that the student should be expelled, the Board will confirm the decision to expel and notify the parents and the EWO. Parents and the student will be told about their right to appeal.
- A parent or a student over eighteen may appeal a decision to expel to the ETB and thereafter to the DES or an appeal may be brought by the NEWB on behalf of the student.