

St. Joseph's Secondary School

Newfoundwell, Drogheda, Co. Louth



Final Draft Dec 23

Code Of Positive Behaviour

Contents:

- 1. School Details & Management**
- 2. Mission Statement**
- 3. Policy Rationale**
- 4. Related Legislation and policies**
- 5. Aims**
- 6. Scope including Charter of Rights and Responsibilities**
- 7. A Whole School Approach to managing behaviour**
- 8. Implementation of this code:**
 - Whole School and Curriculum Support for Positive Behaviour**
 - Expected standards of behaviour and school rules**
 - Ladder of Referral**

- **Suspension and Expulsion Procedures**
- **Appendices**

School Details:

St. Joseph's Secondary School is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant-aided by the Department of Education & Skills and is a co-educational school.

School Management:

The Board of Management of St. Joseph's Secondary School is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement:

St. Joseph's Secondary school recognises that each student who enrolls in our school is unique and has different gifts as well as different needs. It is our wish that our pupils will leave us with enhanced self-confidence and with life skills and attitudes which will enable them to lead lives satisfying to themselves and which may contribute to the betterment of society.

We recognise that a pupil's development is closely linked to a good self-image and so we strive to present the school's total curriculum in such a manner as to allow all to realise their full potential.

We see ourselves as working in partnership with parents to develop the gifts and to meet the needs of all. We regard our school as an educational establishment with a Christian community characterised by care and justice.

Rationale for this policy:

The code of behaviour is the set of programmes, practices and procedures that together form the school's plan for helping students in the school to behave well and learn well. The code expresses the vision, mission and values of the school and its Patron.

- It translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of instruction to all students; fostering an orderly, harmonious school wherein high standards of behaviour are expected and supported.

- The code of behaviour enables school authorities to strike an appropriate balance between their duty to maintain an effective learning environment for all and their responsibility to students whose behaviour presents a challenge to the teaching and learning process.
- The code of behaviour sets out the rights and responsibilities of stakeholders and in doing so sets out to develop a partnership approach to implementing it, characterised by respect, transparency and accountability.
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Context and Philosophy:

The mission and vision of St. Joseph's Secondary School which is informed by the characteristic spirit of our school is based on the vision and values of the Edmund Rice Schools Trust Charter .

“Promoting full personal and social development in caring Christian communities of learning and teaching.”

- Vision Statement, Edmund Rice Schools Trust Charter.

- St. Joseph's Secondary School endeavours to provide a safe environment for the education , care and wellbeing of each member of the school community in the tradition of Blessed Edmund Rice.
- We see the interaction of diversity (cultural & ethnic, religious & spiritual, educational ability & learning style, gender & sexual orientation) as a gift that will enrich the community of the school and promote the growth and learning of all.
- We value each student and their family; we welcome all and are sensitive to each one, seeking to respond to their individual needs. We are especially mindful of disadvantaged students, students with additional needs and vulnerabilities.
- The dignity of all students, staff members and parents is respected, and this is promoted through school policies and structures. Our 'respect' rule, which applies to all in the school community, adults and young people alike, states:
"Respect will be shown to everyone in the school community at all times.
- The school recognises and values that every student is unique, with different talents and needs. Educational achievement and full personal development are promoted. This includes the life skills, values and attitudes, which will enable our students to lead fulfilling lives and contribute to society.
- A special effort is made to maintain a warm and welcoming environment within the school, while pastoral structures have been established to promote positive behaviour.

The Edmund Rice Schools Trust Charter values are underpinned by a philosophy of education that has at its centre the unique dignity of the human person as a child of God.

The five characteristics of an Edmund Rice school underpin the operation of Edmund Rice Secondary Schools, namely:

- Nurturing faith, Christian spirituality and Gospel-based values,
- Promoting partnership,
- Excellence in teaching and learning,
- Creating a caring school community,
- Inspiring transformational leadership.

For further information on the Edmund Rice Schools Trust and the Edmund Rice Schools Trust Charter:

<https://www.erst.ie/wp-content/uploads/ERST-Charter-2020.pdf>

Statutory obligations and related school policies:

Section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a code of behaviour for its students.

The Act requires that the school code of behaviour is prepared in accordance with Guidelines issued by the National Educational Welfare Board (NEWB).

The Education (Welfare) Act 2000 sets out certain matters that must be included in a code of behaviour. Section 23(2) of the Education (Welfare) Act 2000 states:

A code of behaviour shall specify:

- (a) the standards of behaviour that shall be observed by each student attending the school;
- (b) the measures that may be taken when a student fails or refuses to observe those standards;
- (c) the procedures to be followed before a student may be suspended or expelled from the school concerned;
- (d) the grounds for removing a suspension imposed in relation to a student; and the procedures to be followed relating to notification of a child's absence from school.

Looking At Our School (DoES 2022):

Our code of positive behaviour is informed by the principles of LAOS (2022) and in particular:

- The holistic nature of the learning and the learner
- The inclusion of all pupils
- The centrality of student wellbeing
- The importance of quality teaching
- Students as active agents in their learning

Our code aspires to help develop a highly effective learning and teaching environment where student experiences and outcomes are as follows:

- Students enjoy learning, are motivated to learn and expect to achieve .
- Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships
- Students engage purposefully in meaningful learning activities
- Students grow as learners through respectful interactions and experiences that are challenging and supportive
- Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
- Students experience opportunities to develop the skills and attitudes necessary for lifelong learning
- Students demonstrate the knowledge, skills and understanding required by the curriculum.

Related Legislation:

- Education Act 1998 & 07
- Teaching Council Act 2015
- Education Welfare Act 2007
- Equal Status Act 00 & 04
- Gender Recognition Act 2015
- Ombudsman for Children Act 02
- Public Health (Tobacco) Act 2002
- EPSEN Act 04
- Firearms and Offensive Weapons Act, 1990.
- Non-Fatal Offences Against the Person Act 97
- Data Protection Act 88 & 03

Other:

- Developing A Code of Behaviour: Guidelines for Schools (NEWB 2008)

Our code of behaviour is supported by all school policies and in particular:

- Child Safeguarding Policy
- Wellbeing Policy
- Anti-Bullying Policy
- Safety Statement
- Admissions Policy
- Whole School Guidance Policy
- School Attendance Policy
- AEN Policy
- SPHE Policy
- RSE Policy
- Internet Acceptable Usage Policy for students and staff
- External Sports Coaches Policy
- Dignity in the Workplace Policy
- Mobile Phone Policy
- Assessment & Reporting Policy

- Curriculum Contributors Policy
- Trips and Tours Policy
- Pastoral Care Policy

- Flight Risk Policy

- Assessment Policy

All of the above policies are available on our school's website: <https://www.droghedacbs.ie/>

Aims of this policy :

1. To promote respectful relationships for effective learning and behaviour in the school community.
2. To promote positive behaviour and an environment of safety, inclusion, forgiveness and wellbeing for all.
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.
6. To encourage the participation of parents in the educational welfare and wellbeing of their children.

Scope of this policy (including rights and responsibilities):

This policy applies to all students whilst they are on the premises and surrounding school grounds of St. Joseph's. The code also applies to students when they are off site and engaged in extra-curricular/co-curricular activities organised by the school, irrespective of whether students are at home or are mobile.

Examples include attending school games, tours, extra -curricular activities or other school-related events. They apply where the student can be readily identified as a student of the school by their school uniform. This includes travel between the home and school.

The code is also applicable where the students engage in serious misbehaviour outside the school and their actions are deemed to have a direct impact on the school or on the reputation of the school

The code of conduct is applicable to parents/guardians along with members of staff (teachers ,S.N.As and ancillary staff) and persons engaged in the provision of goods or services to the school (e.g. independent contractors, caterers, suppliers).

Our code recognises and endorses the rights and responsibilities of the various stakeholders as follows:

Rights of the Senior Management Team:

- To expect all staff to be familiar with this code and to work cooperatively in terms of its implementation and promotion.
- To expect all parents/guardians to be familiar with this code and to work cooperatively in terms of its implementation and promotion.
- To expect all students to be familiar with this code and to work cooperatively in terms of its implementation and promotion.

Responsibilities of the Senior Management Team:

- Foster a commitment to inclusion, equality of opportunity and the holistic development of each student.
- Manage the planning and implementation of the school curriculum so that it promotes positive behaviour
- Foster teacher professional development that enriches teachers' and students' learning
- Establish an orderly, secure and healthy learning environment, and maintain it through effective communication with teachers, parents and students.
- Provide opportunities for all staff to work as a team on whole-school approaches to behaviour.
- Manage the school's human, physical and financial resources so as to create and maintain a positive learning organisation
- Identify the aspects of school life most likely to affect behaviour in the school and ensuring that those aspects are working to promote positive behaviour
- Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice
- Develop and implement a system to promote professional responsibility and accountability.
- Build and maintain relationships with parents, with other schools, and with the wider community.
- Review the involvement of students and parents in the life of the school and ensure they have opportunities to contribute to policy and practice.
- Critique their practice as leaders and develop their understanding of effective and sustainable leadership
- Promote and facilitate the development of student voice, student participation, and student leadership
- Lead the review of this code guided by LAOS (2022) and the School Self-evaluation process.

Teachers have a right to:

- Carry out their duties in a safe environment free from verbal, written or physical abuse/intimidation students or parents.
- Teach without interruption or disruption by students.
- Be kept up to date about changes and developments as they occur
- Have fair and equal access to staff development
- Be treated in a professional manner by all colleagues
- Be supported by management while carrying out their duties/ the delivery of the curriculum
- Be consulted during the review of school policies.

Teachers have a responsibility to:

- Be familiar with work towards the highly effective practices espoused in Looking At Our School 2022 and the Professional Code of Conduct (Teaching Council 2015).
- Create an inclusive, orderly, student-centred learning environment based on mutual respect, affirmation and trust, in which students regulate and monitor their own behaviour.
- Have high expectations of students' work and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.
- Use a problem solving approach to inappropriate behaviour which is anchored in natural justice and partnership with management and parents/guardians.
- To model the school's standards of behaviour, in their dealings both with students and with each other, since their example is a powerful source of learning for students
- Ensure interactions among students and between students and teachers are very respectful and positive, and conducive to well-being.
- Engage purposefully and appropriately with parents at all times.
- Undertake continuing professional development (CPD) and collaborate with colleagues to develop classroom management strategies which reflect current best practice

Parents/guardians:

Parents/guardians have a right to:

- Have access to the relevant school policies and guidelines
- Expect Senior Management and staff to engage with them in a professional manner which demonstrates respect, care and understanding.
- Be heard in all matters relating to procedures outlined herein and appeal suspension/expulsion as per Education Act 1998.
- Have access to information about your child in line with GDPR.
- Feel confident in sharing issues or concerns about your child and learning
- Participate in the Parents Association.

Parents / Guardians have a responsibility to:

- Support this code of positive behaviour in its entirety and all related school policies.
- To be consulted upon during any review of school policies.
- Parents should be expected to model the standards that students are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting students to behave according to these standards
- Provide the school as requested with all material information regarding their child's personal details, educational history and health data including a Care Plan if applicable.
- Provide the school with a phone contact number for parents/guardians at all times. The school must also have contact details of a family relation in the event that the school cannot contact parents. Please advise the school if you change your phone number.
- Encourage and support their child by showing interest in their work and school life, attending school events and activities when possible.
- Advise the school of any difficulties being experienced by their child by phoning the school and/or making an appointment with the relevant staff member.
- Keep up to date with their child's educational progress as reported by the school on Vsware and through the student journal.
- Support the wearing of the school uniform
- Monitor your child's use of mobile phones, the internet and all social media.
- Ensure their child attends regularly and punctually and collect their child from school when requested
- Attend meetings organised by the school and engage purposefully and appropriately with Senior Management and all school staff.
- Communicate with your child during the school day through the office

The ways in which parents and teachers interact will provide students with a model of good working relationships.

Students:

Students have the right to expect:

- A safe and secure orderly learning environment.
- Their emotional, physical and intellectual wellbeing will be nurtured, protected and supported by teachers and the Senior Management team.
- They will be treated with respect, care and understanding
- A fair , impartial and empathetic hearing in matters related to breaches of the code of behaviour.
- The highest standard of education to meet the individual needs of students.
- To have access to all areas of the curriculum, subject to available resources
- To have classes start punctually and have lessons that are well prepared
- Access to extracurricular activities.

- To be consulted during any review of school policies.

Student responsibilities:

- To be well behaved both inside and outside the school and meet the expectations set out in this code.
- To engage with classwork and cooperate with the teachers.
- To work to the best of your ability at all homework and assessments.
- To treat everyone with respect, to use language and materials that are appropriate and inoffensive
- To refrain from any form of bullying such as physical, verbal, text or digital.
- To take responsibility for their actions, to repair the harm they've done.
- To arrive punctually, be prepared for class and ready for teaching and learning.
- To have their mobile phone powered off and out of sight at all times (including any extra-curricular activity).
- To sign out at the school office if leaving during the school day, permission from parents/guardians must be presented.
- To comply with the relevant legislation and refrain from smoking tobacco and E.cigarettes (Vaping) , the consumption of alcohol, with the use/possession of illegal substances within the school grounds or whilst participating in extracurricular activities outside of the school.
- To wear the correct uniform and take care of property
- To aim to take part in extracurricular activities
- To support the school in implementing the Code of Positive Behaviour.
- To attend meetings organised by the school.

A Whole School Approach to managing behaviour:

St. Josephs recognises the complexity of managing adolescent behaviour and the importance of a whole school approach. This involves:

1. Learning and Teaching:

A student centred curriculum which caters for a diversity of learning styles:

- Established Leaving Certificate,
 - The Leaving Cert Applied Programme,
 - Leaving Cert Vocational Programme,
 - Transition Year,
 - Junior Cycle incorporating Level 2 Learning Programme.
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- Student centred learning & teaching which is guided by Looking At Our School 2022 . It is characterised by a holistic approach which promotes inclusiveness and uses current best classroom practices such as Assessment For Learning, Differentiation, Active and Cooperative learning and the use of I.C.T..A culture of Continuous Professional Development is supported and promoted by management.
 - An improvement culture which is guided by the School Self-evaluation process and a School Improvement Plan.
 - A culture of co-curricular and extra-curricular activities such as educational trips and tours, multiple sports, work experience , volunteerism and community work.
 - A curriculum characterised by a commitment to the learning and teaching of Wellbeing (Please see our Wellbeing Policy).

2. A Pastoral Care culture:

Pastoral care is defined as the system of roles, resources, structures, policies, programs and processes employed to support the holistic development and wellbeing of students. It extends also to the management of relationships with all stakeholders, in a sensitive and responsive manner to shape a community which is partnership based and characterised by inclusivity, care and compassion (Please see our Pastoral Care Policy).

We recognise that with an empathetic understanding of behaviour in general, and with accurate observation and good analysis of particular behaviours, teachers along with parents can influence some of the factors involved in helping students to manage or change their behaviour such as motivation and self- management skills.

Restorative Practices:

Restorative practice is based primarily on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practice allows for building trust between and with people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. The development of each relationship is based on a set of core values. These values include respect, and being respectful of everyone, including towards people someone maybe doesn't always see eye to eye with or even like.

Through the development of empathy, and promoting understanding of perspective taking, people can learn to respect each other and where someone is coming from in terms of their own expression of thought and feelings. In our efforts to show empathy, as human beings we are able to harness the notion of fairness into our relationships, and therefore can also account for our own actions and hold others to account for theirs

Elements of restorative practice:

1. Students take responsibility for their actions.
2. They reflect and consider the impact of their behaviour on others.
3. They work collaboratively with members of the school community to address inappropriate behaviour.
4. They repair any harm done and prevent conflict from reoccurring.

This approach is promoted to all staff when dealing with inappropriate behaviour and involves

Examples of restorative practice include:

- Restorative conversation: The teacher and student(s) discuss the misbehaviour so that the student understands the impact of their behaviour. The student gives an apology and agrees not to repeat the misbehaviour.
- Restorative activity: The student engages in personal reflection (template provided) and gains greater self-awareness. The student may be assigned a community task (helping to clean an area of the school) along with providing an apology for the misbehaviour.
- Restorative meeting: This involves the student and teacher as well as the Year Head/Deputy Principal or Principal. Parents/guardians may be requested to attend or, where this is not possible they may be contacted by way of a phone call. Prior to this meeting the student completes their own reflection report on the reported misbehaviour. During the meeting the student is encouraged to reflect on their misbehaviour with a view to achieving a positive outcome for all parties. The meeting may result in further strategies being put in place such as an improvement plan (On Report) which is managed by the Year Head.

A progressive and positive approach operates to identify and deal with the maladaptive behaviours of students. Where a student infringes rules on a persistent basis, the "On Report" mechanism will apply.

The rationale for putting a student "On Report" is to monitor his/her behaviour and afford him/her the opportunity to reflect on this inappropriate behaviour, and to make the choice to behave in accordance with the School's Code of Behaviour. "On Report" is both a Pastoral Care and a corrective strategy.

Understanding and Managing Behaviour:

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:

Within-person Factors	External & Interpersonal Factors
<ul style="list-style-type: none"> ● Age & stage of development ● Personality & temperament ● Personal history & experience ● Physical, sensory or medical Characteristics ● Skills, ability to learn ● Beliefs about self & others ● Resilience & self-efficacy 	<ul style="list-style-type: none"> ● Parental & family patterns & Relationships ● Social networks, including friends & peer groups ● Neighbourhood & community factors ● The status & standing of different groups in society ● School factors : the day to day management of the school, the quality of the teaching and learning environment. ● Time, opportunity & support for personal /social development.

Recognising some key principles :

- Behaviour has meaning, it is not random. It serves a purpose and has goals, though these goals may not be easy to recognise.
- Behaviour can be learned. This means it can change.
- Behaviour takes place within a particular context and in relation to other people. Understanding the context is central to understanding the behaviour.
- What teachers, other adults and other students do in response to a student's behaviour is critical in influencing the choices students make about how they behave.
- Effective teaching and learning are closely linked to good behaviour.

- Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour.
- The quality of relationships affects behaviour.

3. **Promoting Positive Behaviour:**

Promoting good behaviour is one of the main goals at St Joseph's Secondary School Code of Positive Behaviour. Strategies to promote good behaviour include:

Effective classroom management:

- The development of positive teacher/student relationships which are mutually respectful and balance warmth and empathy with objectivity, professional detachment, fairness and consistency.
- The establishment of classroom routines: regular reminders of the expected standards of behaviour and recognition of positive behaviour.
- Effective teaching: use of AFL/Differentiation/Cooperative and Active learning strategies.
- Involving students in the preparation of the school and classroom rules
- Agreeing upon, teaching and frequently reminding students of expectations
- Modelling the standards of behaviour that is expected from the students
- Helping students themselves 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.

Reward systems may be part of an overall school or class strategy, or may form part of a planned intervention to help an individual student to manage their own behaviour.

Positive reinforcement and rewards

- Quiet word of praise from teacher/tutor
- Postcard home
- Positive note in journal
- Positive call/text home/Vsware
- Highlighting positives homework copy
- Give jobs/responsibilities to students
- Acknowledge efforts
- Thank students at the end of class
- Feature in the school newsletter/website/Social media
- Mention on the school intercom
- Award at end of school year

Reward systems are more likely to motivate students when:

- They are meaningful to the individual student or group
- The student understands what the reward is given for
- They are closely linked in time to that specific behaviour
- They are based on a knowledge of the individual and are sensitive to personal, developmental and cultural factors (for example, teenagers may prefer private acknowledgement to public praise)
- They acknowledge behaviour that is valued and wanted
- They are used consistently and by all staff
- They are used in an inclusive way. Rewards must not be used in a way that discriminates against any student or group of students, for example, students from a particular background, gender or ethnic group.

Care is needed to ensure that rewards do not:

- Become the goal of learning
- Result in unhelpful competition
- Repeatedly rewarding the same students seems unattainable to some students and, as a result, de-motivate them.

4. Interventions and Supports:

Interventions refer to the strategies used to help prevent students (DE-ESCALATE) from repeating behaviours and give specific help to those students who find it particularly difficult to live by the code of conduct. Such strategies usually involve gathering information and consultation with school personnel, parents/guardians and others as appropriate.

Specific intervention packages may need to be designed to suit individual needs, examples of specific interventions include:

1. The Student Support Team, Year Head and class tutor system are in place to support students who need additional guidance in behaviour management.
2. Additional support may be necessary for some students for example: a behavioural plan, a target sheet etc
3. Specialised support may be necessary for a small minority of students for example: having an SNA appointed, going home at lunchtime, involvement of external agencies etc

The Student Support Team

The Student Support Team team meets weekly or as necessary and is attended by the Principal, Deputy Principal, Year heads, Guidance counsellors and Additional Education Needs Coordinator. The subject teachers of each year also meet collectively with management, guidance counsellors and year head to identify and support students considered 'At Risk'

This team brings together all the support services of the school to review how the school is responding to the overall needs of the students and in particular students 'at risk'. An 'at risk' student is one who has personal issues or disciplinary/behaviour issues.

- The team supports Form Tutors and subject teachers by offering advice or putting a plan of action/support/intervention in place to address the issue
- The team also reviews students with particular difficulties and advises the Senior Management team and relevant groups within the school on pastoral and educational issues, as well as liaising with support agencies in the wider community.
- Check and Connect - used to assist the SST in managing students identified as vulnerable

A small minority of students may show behaviours of concern that need intervention. These students will need a supportive response involving the important adults in their lives, in school and at home. St. Joseph's has established links with local support services in responding to the needs of students with serious behavioural/attendance/personal difficulties.

Sources of support may include:

- The National Educational Psychological Service (NEPS),
- Targeted Educational Support Service (T.E.S.S).
- HSE Social Workers, the
- Garda Juvenile Liaison Officer,
- Community Garda, the
- National Behavioural Support Service (NBSS), or the
- HSE Child and Family Centre.

Other Supports:

The Additional Educational Needs Team:

This team works closely with students and their parents/guardians and aims to remove barriers for students with additional/learning needs to ensure a positive school experience, and achievement of potential.

Academic Mentors:

Students in 6th year are allocated an academic monitor (a teacher who volunteers) with whom they will have at least three one to one mentoring meetings in the year. Goals are set based on student expectations and strategies are put in place for each student to assist with identified challenges.

Inclusion Officer (AP1 Post holder): Promotes and develops a caring community characterised by partnership:

- Coordinates the role of the Student Council.
- Liaises with relevant outside agencies to develop an inclusive school culture.
- Provides support for vulnerable and marginalised students.
- Supports initiatives, events & activities related to the development of an inclusive culture.

Cara Mentors Group:

Sixteen 5th Year students mentor the first-year students. They are involved in helping the first-year students settle into St. Joseph's. This benefits all involved. Duties include:

- Lead to School-in-Action day provided for incoming 1st year students when in 6th class.
- Familiarise students with classrooms, timetables, lockers, etc.
- Provide a 'friendly face' and someone to talk to if a student is having a difficulty.
- Check in with students at morning break informally to see how they are settling in.
- Talk to students once a term in a student support class about extracurricular involvement and listen to any suggestions/concerns they may have.

5. Our expected standards of behaviour (Our expectations):

In St. Joseph's we believe students are more likely to benefit from their education and to be happy in a structured, caring environment where high standards of behaviour are expected and adhered to.

Our school's standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. They describe our school's values and the behaviour expected of all members of the school community. Our aspiration is that by meeting these standards of behaviour we will foster a community in which everyone feels they belong.

Standards are the means by which the school will:

- provide clarity for ALL students about the school's high expectations for their behaviour
- set goals for students that will guide them in moving towards mature and appropriate behaviour
- serve as a practical tool for teaching and learning.
- signpost behaviour which is not acceptable within our school community and may be penalised (see penalties).

Standards are learning goals:

- Standards of behaviour are goals to be worked towards. Just as schools measure progress towards academic goals, the standards of behaviour provide a yardstick for measuring students' progress towards behavioural goals.
- Individual class and subject teachers can involve the students in discussing the standards, ensuring that all students have a good understanding of what is expected of them. This may help students to develop self management and prompt teachers to explore possible ways of promoting and teaching these skills.

Our Code of Positive Behaviour in St. Josephs is based on the core expectation that students will belong in St. Josephs and that they will :

- Be Respectful
- Be Responsible
- Be Kind

These expectations were arrived at after careful consultation with staff, students and management.

Our Expected Standards of Behaviour		
-Belong-		
Be Respectful	Be Responsible	Be Kind
In the Classroom:		
Cooperate with your teacher. Allow one voice and wait your turn. Help to keep the room tidy.	Arrive on Time and sit in your seat. Make sure to bring all you need for class. Try your best at classwork and homework. Be your best.	Help and encourage others to learn. Use polite words. Welcome new students and show you care.
In the Yard		
Clean up after yourself . Listen to all supervisors. Use appropriate language.	Be in the correct area. Use the correct bins . Be mindful of your own actions.	Get involved ,enjoy break time. Try to Include everyone. Help others if they have a problem.
In the Corridors		
Keep your area clean and place rubbish in the bins provided.	Walk on the left side. Chat quietly.	Make room for others. Wait your turn in a queue. Think of others.

Move around the school in an orderly manner.	Only use lockers at break times. Corridor pass is visible at all times	
In the Canteen		
Use ' Please & Thank you'. Follow the instruction of canteen staff and supervisors.	Have your lunch card with you everyday . Clean up your eating area Enjoy the down time.	Keep your place in the queue. Follow the cleaning rota. Try to Include everyone .
In the Bathroom/Toilets		
Keep toilets clean and free from damage. Follow supervisor's instructions.	Only use toilets at break time. Clean up after yourself. Corridor pass visible	Allow others their personal space.

Consequences for not upholding our school's expectations:

Consequences are used to respond to inappropriate and unacceptable behaviour in our Ladder of Referral (see below).

- The purpose of consequences is to promote expected behaviour, reduce negative disruptive behaviour, creating an environment centred on aiding student learning and to take responsibility for their actions and to recognise the effect of their actions and behaviours have on themselves and others.
- Typically, although not always, a consequence is applied after restorative strategies have failed to improve student misbehaviour or in instances of unacceptable behaviour.

Consequences may not always be Incremental:

- A consequence is applied appropriately to the misbehaviour concerned. Generally, this may follow incremental steps if the student repeats negative behaviour. The degree of disrespect or disregard for school rules shown by a single act may warrant that a student be referred directly to the school Principal or Deputy Principal and in line with fair procedures (and following consultation with the student, parents and Year Head) be withdrawn from class(es), suspended or recommended for expulsion.

- The rights of the disruptive student to remain in class must be balanced against the right of the teacher to teach and for the other students to learn. At times, this might necessitate the removal of a student from class to report to the Principal or Deputy Principal with a written note or report from the teacher concerned. A student removed from a class for serious disruption and reported to the Principal or Deputy Principal should not be returned to that class during that period.

Ladder of Referral:

The procedures for dealing with incidents of inappropriate and unacceptable behaviour are referred to as our 'ladder of referral' and are applied when students fail to uphold their responsibilities and the expected standards of behaviour as set out in this code.

The basic principle is that the more serious the incident, the higher up the ladder it is dealt with varying degrees of response.

The school distinguishes between inappropriate misbehaviour and unacceptable misbehaviour, depending on such factors as:-

- the nature of the behaviour
- the frequency, duration and persistence of the misbehaviour
- whether it is part of an escalating pattern of negative behaviour
- The context of the behaviour

Procedures for managing inappropriate/unacceptable behaviour

Level 1: The classroom teacher manages inappropriate behaviour and may use a combination of strategies to address inappropriate behaviour.

- The teacher will teach/explain to the student appropriate behaviour
- Differentiate classwork or modify class environment
- Positive affirmation should be given by the teacher when behaviour improves
- If the misbehaviour has not improved the teacher will enter a report on Vsware for the attention of the Year Head.
- Each Year Head will assess the misbehaviour which has been reported and decide on an appropriate intervention (including possible progression to level 2).
- The Year Head will report to the Student Support Team regularly and the Principal when necessary.

Level 2: The classroom teacher manages inappropriate behaviour and may use a combination of strategies to address inappropriate behaviour.

- The teacher will attempt to teach/explain to the student appropriate behaviour.
- Teachers should apply a range of positive behaviour management strategies
- Positive affirmation should be given by the teacher when behaviour improves.

- If the misbehaviour has not improved the teacher will enter a report on Vsware for the attention of the Year Head.
- Each Year Head will assess the misbehaviour which has been reported and decide on an appropriate intervention (including possible progression to level 3).
- When a student is placed on after school detention, notice in writing/text message is given to parents(two days)
- The Year Head will report to the Student Support Team regularly and the Principal when necessary.

Level 3: The classroom teacher manages the behaviour where possible but may involve a member of the Senior management team when the behaviour is unacceptable.

- Where the above procedures have been followed and there is persistent low-level disruption or misconduct; where there is a once-off incident of a very serious nature - intimidation, bullying, bad language, damage to property, harassment, refusal to obey reasonable instructions or disruption to the educational process- where students have failed to comply with the penalties outlined above or where there are other considerations which merit it, the matter is to be referred to the Deputy Principal or Principal. The matter will then be investigated. Following investigation, penalties may be applied. A report of the action taken should then be given of the year head/form tutor/subject teacher ensuring that all parties are kept informed.
- Where an investigation is carried out, a record will be maintained by the person carrying it out. Where any student is interviewed about alleged or suspected wrongdoing by others or by themselves, a record of the interview will be taken; students may be asked to make a written statement about their knowledge of an incident. Records should be kept by the Year Head, Principal, Guidance Counsellor and Form Teacher and if necessary the subject teacher involved.
- Where there is persistent low-level disruption or misconduct and the student has failed to respond to the strategies followed so far; where there is a once-off incident of for very serious nature; where students have failed to comply with the penalties outlined above or where there are other considerations which merit it, the matter may be referred to the Principal. The Principal will review the matter and will, if necessary, engage in further investigation.

Suspension.

After consulting with the parents and guardians, year heads, form tutors, and subject teachers if necessary, the Principal may suspend a student from the school for a period of up to five days. The Parents have a right of appeal to the Board of Management. The Principal will report on discipline matters to the Board of Management at their regular meetings. Decisions to suspend a student for a period of more than five days will be considered by the Board of Management.

Expulsion.

A decision to expel a student rests with the Board of Management. Where it is decided to expel a student, or where the cumulative number of days on suspension for a particular student exceeds twenty in one school year, parents will be informed of their right to appeal the decision to the Department of Education and Science under Section 29 of the Education Act.

Level 1: Low Level inappropriate Behaviour

Responsibility: Subject teacher supported by Year head and Student Support Team

<p align="center">Examples of Low Level Inappropriate Behaviour</p>	<p>Sample Responses: Teacher exercises professional judgement.</p>
<p>Disruption of teaching & Learning:</p> <ul style="list-style-type: none"> • Talking out of turn • Uncooperative/Not following instructions • Disengaged (Not paying attention) • Distracting others • Not having class materials/journal / Ipad ready to use • Inappropriate language or comments • Littering • Inappropriate low level behaviour on corridors • Chewing gum/sweets/drinks • Late to class • Moving from designated seat • Refusing to do classwork • Not wearing school uniform/associated issues. 	<p>Classroom management action:</p> <ul style="list-style-type: none"> • Non-verbal reminder • Expectation reminder • Relocate student • Verbal warning of consequence <p>Consequences:</p> <ul style="list-style-type: none"> • Worksheet • Text home • Vsware report for Year Head • Short detention by subject teacher • Full detention by Year Head • Temporary removal of device • Targeted positive behaviour / report from Year head <p>Restorative strategies:</p> <ul style="list-style-type: none"> • Restorative conversation • Restorative meeting • Restorative activity • Intervention/Support (see below) • Behaviour agreement/contract • Role model/practice what is expected
<p>Positive affirmation</p> <ul style="list-style-type: none"> • Verbal praise • Positive note in journal/Vsware • Phone call home • Begin a fresh start 	<p>Sample interventions/supports for low level inappropriate behaviour.</p> <ul style="list-style-type: none"> • Student Support Team/AEN supports • Form Tutor • Behaviour support teacher

	<ul style="list-style-type: none"> • Nurture room
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Level 2: Medium level of inappropriate behaviour:

Responsibility: Subject teacher, Year head and Student Support Teacher

Level 2: Examples of Medium Level Inappropriate Behaviour	Sample Responses Teacher exercises professional judgement
<p>Disruption of teaching and learning</p> <ul style="list-style-type: none"> • Continued engagement in low level behaviours following consequences /intervention. • Persistent refusal to work or follow instructions. • Absent from class • Unauthorised use of electronic devices/phones • Leaving class without permission • Bullying • Persistent lateness to class, between classes • Persistently not wearing school uniform/associated issues. • Persistent inappropriate language 	<p>Classroom management action</p> <ul style="list-style-type: none"> • Non-verbal reminder • Expectation reminder • Relocate student to another seat • Verbal warning of consequence <p>Consequences:</p> <p>After school detention</p> <ul style="list-style-type: none"> • Short lunchtime detention (20 mins) • Temporary withdrawal to another class. • Full Detention by Year Head. • Confiscation of device • Text/ call to the parent/guardian • Behaviour monitoring using 'On Report system'. <p>Restorative strategies:</p> <ul style="list-style-type: none"> • Restorative conversation • Restorative meeting • Restorative activity • Behaviour agreement/contract • Role model/practice what is expected
<p>Positive affirmation</p> <ul style="list-style-type: none"> • Verbal praise by teacher/Year Head • Positive note in journal/Vsware • Phone call home • Begin a fresh start 	<p>Sample interventions/supports for low level inappropriate behaviour.:</p> <ul style="list-style-type: none"> • Student Support Team/AEN supports • Tutor supports • Meeting with parents/guardians • Year Head 'On Report system' • Meeting with parents/guardians • Nurture Room profile

Level 3: High level of unacceptable behaviour

Responsibility: Subject teacher, Year head Senior management and the Student Support Team.

Examples of High Level Inappropriate Behaviour	Sample Responses: Teacher exercises professional judgement
<ul style="list-style-type: none"> ● Persistent engagement in medium level inappropriate behaviour ● Act of violence or threat of physical behaviour, invasion of personal space ● Use of classroom equipment to cause hurt/injury to staff/ student or visitors. ● Bullying in any form ● Theft ● Vandalism or deliberate, malicious damage to school property or that of a member of the school community. ● Leaving school without permission ● Behaviour that constitutes significant threat to Health and Safety ● Serious damage to property ● Verbal and/or physical aggression ● Smoking, possession or use of alcohol and/or illicit substances. ● Sending/posting offensive or inappropriate messages/images ● Abusive, lewd, threatening, racial or sexually suggestive language or behaviour directed by a student at any member of the school community. ● Sexual abuse and/or sexual harassment. ● Use of fireworks, bangers, stink bombs, etc. ● Setting off the fire alarm without good reason. ● Failing to turn up for detention without good reason. ● Disrupting school examinations, State examinations or school-related events. ● Defying teacher instruction in an aggressive manner. 	<p>Classroom management action:</p> <ul style="list-style-type: none"> ● Request assistance from D.P/Principal & Vsware report <p>Consequences:</p> <ul style="list-style-type: none"> ● Continued application of medium level Sanctions ● Temporary removal from class ● Full Detention ● Direct referral to DP/P and meeting with parents/guardians ● Nurture Room Profile ● Suspension ● Referral to BOM <p>Restorative strategies:</p> <ul style="list-style-type: none"> ● Reminder meeting ● Restorative activity ● Behaviour agreement/contract <p>Additional strategy</p> <ul style="list-style-type: none"> ● Referral to outside agencies ● Report to Guards

<p>Positive affirmation</p> <ul style="list-style-type: none"> • Verbal praise by teacher/Year Head • Positive note in journal/Vsware • Phone call home • Begin a fresh start 	<p>Sample interventions/supports for low level inappropriate behaviour.AEN support</p> <ul style="list-style-type: none"> • Student Support Team (strategy) • Parental Involvement • Behaviour Support Teacher • Nurture Room Profile
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Suspension

1. Procedures to be followed in the event of a Suspension

Suspension is defined as “*requiring the student to absent himself from the school for a specified, limited period of school days*”. During the period of suspension, the student retains his place in the school. The Board of Management has delegated the authority to suspend a student for up to five days to the school Principal.

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

Normally other interventions would be tried before suspension. The decision to suspend requires serious grounds, for example:

- The student’s behaviour has had a serious detrimental effect on the education and/or welfare of students or others;
- The student’s continued presence in the school at this time constitutes a threat to safety;
- The student is responsible for serious damage to property;
- The latest incident represents an accumulation of offences by the student and other interventions have failed;
- A single incident of serious misconduct;
- The student engages in a behaviour that is seriously disruptive to learning or potentially dangerous.

Factors to consider before suspending a student:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is the appropriate response
- The possible impact of suspension
- The fact that all the parties have signed up to Code of Behaviour and the list of named misbehaviours.

Forms of Suspension:

- Immediate Suspension:

In exceptional circumstances the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school would represent a serious threat to the students, or staff or any other person, or for a breach of the named misbehaviours listed in Appendix 2. Fair procedures must still be applied.

- Suspension during a school examination or a state examination:

This sanction should only be used where there is:

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

- 'Automatic Suspension'

The Board of Management may decide, as part of the school's policy on penalties and following a consultation process with all the school partners, that particular named behaviours incur suspension as a sanction. See Appendix 2 for a sample list of such named behaviours. However, due process and fair procedures must be followed in each case.

- General Case of Suspension:

When there is a serious incident of mis-behaviour, the issue will be fully investigated by the Principal or Deputy or a person with delegated responsibility, other than the offended party. Witnesses to the event(s) may be interviewed. A written record of the investigation will be kept.

Informing Student and Parents:

Where a preliminary assessment of the facts confirms serious mis-behaviour that could warrant suspension the school will inform the student and their parents about the complaint and give the parents and student an opportunity to respond, before a decision is made and before any sanction is imposed. Parents may be invited to attend a meeting by phone or in writing.

If a student or parent fails to attend a meeting, the Principal should write advising the gravity of the matter, the importance of attending a rescheduled meeting and the duty of the school authorities to respond to the alleged mis-behaviour. In exceptional circumstances, where a suspension is being considered a student may be required to stay at home until their parents visit the school.

At the meeting, the Principal outlines the case to the parents and the pupil. The Principal then hears the response of the parents and the pupil. The Principal decides the sanction (if any) and imposes it.

Appeals:

The Board of Management offers an opportunity to appeal a Principal's decision to suspend a student. The parents are informed of this right. The parents may be invited to attend a hearing with the Board of Management. The Principal outlines the case and the parents are invited to respond or question the evidence.

When an **Immediate Suspension** is being considered, a preliminary investigation should be conducted to establish the case for suspension.

Parents should be contacted and arrangements made for the student to be collected. The formal investigation should immediately follow the imposition of the suspension.

The Period of Suspension:

A student should not be suspended for more than three days, except in exceptional circumstances, when the Principal may consider a suspension of up to five days appropriate. The Board of Management may impose a longer period of suspension, up to a ceiling of ten days for any one period. Any suspensions of six days duration or more must be reported to T.E.S.S.

Written Notification:

The Principal notifies the parents and student in writing of the decision to suspend and their right to appeal. The letter will confirm:

- Notification of the decision & reason(s) for the same.
- The effective date and duration of the suspension.
- A clear statement that the student is under the care of the parents/guardians for the duration of the suspension.
- Expectations of a student while on suspension.
- Any study programme to be followed.
- The arrangements for returning to school including any commitments to be entered into by the student or parents.
- If TUSLA has been informed, this should be stated.
- Rights of appeal (if any) e.g. to the Board of Management or to the Secretary General under Section 29 Appeal if applicable.

Grounds for removing a suspension:

Following a suspension the parents/guardians (or student over 18 years) may seek a meeting with the Principal to discuss the matter further and to make further representations. Where the school is satisfied that new circumstances have come to light that have a bearing on the matter, the decision to suspend may be reviewed (by those who made the decision) and an alternative sanction imposed if deemed appropriate.

A suspension may also be removed following a decision of the Board of Management to that effect or if the Director General of the Department of Education and Science so directs, following an appeal under Section 29 of the Education Act.

Fresh Start:

When any penalty, including suspension, is completed a student should be given the opportunity and support for a fresh start. However his previous offences will remain on the school record, and may be taken into consideration if subsequent offences occur.

Records and Reports:

Formal written records should be kept of the investigation (and notes of all interviews held), the decision-making process, the decision and the rationale for the decision, the duration of the suspension and any conditions attached.

The Principal is required to report all suspensions to the Board of Management. The Principal is also required to report suspensions to the National Education Welfare Board in accordance with NEWB guidelines.

EXPULSION

1. Procedures to be followed in the event that expulsion is being considered

Only the Board of Management has the authority to expel a student. The matter will be very serious, either a pattern of persistent misconduct or a serious once-off incident. The student may pose a real threat to safety or property. The school would normally have taken significant steps beforehand to address the misbehaviour and tried a series of other interventions, exhausting possibilities, before considering expulsion.

Factors to consider before expelling a student:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether expulsion is the appropriate response
- The possible impact of expulsion

Procedures in respect of Expulsion:

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act when proposing to expel a student. When a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

- A detailed investigation, carried out under the direction of the Principal.

- A recommendation to the Board of Management by the Principal.
- Consideration by the Board of the Principal's recommendation and the holding of a hearing.
- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Educational Welfare Officer (T.E.S.S.).
- Confirmation of the decision to expel.

Step 1: A detailed investigation is carried out by the Principal

In investigating the allegation, the Principal should inform (in writing) the student and his parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion. The parents and the student are given every opportunity to respond to the complaint before a decision is made or a sanction imposed. If a student or parent fails to attend a meeting, a further meeting should be rescheduled and the gravity of the situation made clear to all concerned in writing.

Step 2: A Recommendation is made to the Board of Management by the Principal.

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

The Principal should:

- inform the Parents and the Student that the Board is being asked to consider expulsion;
- ensure that the Board and the parents (and student) have records of the allegations against the student; the investigation and the notice of grounds for the possible expulsion;
- notify the parents of the date of the hearing by the Board of Management and invite them to attend;
- advise the Parents (and the student) that they can make a written and oral submission to the Board;
- Ensure that the Parents have enough notice 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. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party has a conflict of interest in the case.

Where a Board decides to consider expelling a student, it must hold a hearing.

- Each party should be allowed to question the evidence of the other party at the hearing.
- Parents may wish to be accompanied at hearings. As this is a lay forum, legal representation is not the normal practice. Should the parents wish to bring a legal representative with them, they should inform the Secretary to the Board well in advance.
- After both sides have been heard, the Board ensures that the Principal and parents (or student) are not present for the Board's deliberations.

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

Having heard from all parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated, and if so, whether the expulsion is appropriate or not. When considering an expulsion, the Board will ensure that the following factors are given due consideration:

- The seriousness of the misbehaviour.
- The likelihood of a recurrence.
- The impact the misbehaviour is having on the learning of others.
- The safety of students and teachers in the school.
- The degree to which the behaviour was in violation of written school rule(s) and the relative importance of the rule(s).
- Whether the incident was perpetrated by the individual on his/her own or whether as part of a group; if as part of a group, the extent to which the individual is responsible for the misbehaviour.
- The extent to which parental, peer or other pressure may have contributed to the misbehaviour.
- The frequency of misbehaviour from the student.
- The cumulative discipline record of the student.
- What other sanctions have been tried and the level of success of such sanctions.
- The responses of the student and his/her parents or guardians to any previous misbehaviour.
- The age of the student.
- Whether the student is of school-leaving age.
- Whether the student is due to sit for any State Examinations in the near future.

Where the Board is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing of its opinion, and its reasons for this opinion. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification. The Board should inform the parents in writing about its conclusions and the next steps in the process.

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty school days of receipt of a notification from the Board of management to expel a student, the Educational Welfare officer must hold consultations with the Principal, parents, student and anyone else who may be of assistance and convene a meeting in order to ensure that arrangements are made for the student to continue in education.

The Board of Management may consider it appropriate to suspend the student during this time, in the interests of safety or good order.

Step 6 Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Education Welfare Officer has elapsed, the Board of Management should formally confirm the decision to expel. Parents should be notified immediately that the expulsion will proceed and their right to appeal under Section 29 of the Education Act, along with a copy of the standard appeal form.

APPEALS:

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

Review of Use of Expulsion

The Board of Management should regularly review the use of expulsion, in consultation with all of the school partners.

This policy was ratified on

Signature: Chairperson of the Board Of Management

Date: _____

Signature: Principal & Secretary to the Board of Management

Date:

Appendix One:

The 'Respect' Expectation

Our 'respect' expectation sets out in a positive manner our expectations of all students in the school. A copy of our 'respect' rule is printed in the students' journal. The 'respect' rule, which applies to all in the school community, adults and young people alike, states: "**Respect will be shown to everyone in the school community at all times.**"

In other words, we will all act with courtesy and consideration to one another at all times.

This means that:

1. You always try to understand other people's point of view.

- **In class you make it as easy as possible for everyone to learn and for the teacher to teach.** (This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times).
- **Remember 'Safety First and Safety Second'.** (This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things). On the corridors please keep to the left.
- **You always speak respectfully to everyone** and use a reasonable tone.
- **You listen to the other person's point of view.**
- **You keep the school clean and tidy** so that it is a welcoming place we can all be proud of. (This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of displays, particularly of other people's work).
- **Out of school**, coming from and going to school, walking locally or with a school group, you always know that the school's reputation depends on the way you behave.

As part of our Code of Behaviour we have a very strong policy against Bullying. Our Anti-Bullying Policy is stated in the Homework Journal. It is part of our Anti-Bullying Code that:

- Every pupil is entitled to an education free from harassment or abuse and bullying is not tolerated in the school. Every person has the right to feel safe and valued at our school.
- There should be no unwelcome name-calling, teasing, verbal abuse, physical abuse or fighting; no unwelcome comments about a pupil or their family.
- Any incident brought to the attention of teachers or the school authorities will be investigated. If the problem persists the perpetrator(s) will face serious disciplinary sanctions.

If you are being bullied or are the subject of unwelcome attention or if you are aware that anyone else is suffering in this way,

Please tell someone you trust immediately.

Appendix 2: Detention

Year Head Detention System

General:

- Detention is a consequence of inappropriate behaviour which can be applied by the Year Head at any level of the Ladder of Referral.
- It may be applied along with other interventions.
- The Year Head will inform the student directly and write a notification for parents into the Student Journal. The Year Head will also endeavour to contact parents by phone and send a text message as well.
- A reminder text will be sent to parent(s)/guardians by the school on the day prior to the detention.

.Operation of weekly detention:

- Detention is held every Tuesday 3.15-4.15 and attendance is mandatory. In the event of a student being absent the detention will roll over to the next detention period.(The assigned day may be subject to change and parent(s)/guardians will be notified accordingly).
- A member of the senior management team supervises the detention or delegates the supervision role to members of staff by agreement.
- Student's must sign the register at the start of detention.
- Student behaviour is monitored/recorded and may result in a further consequence being applied if it is inappropriate.
- A body of work will be assigned by the Year Head to the student. This work will be differentiated where appropriate.
- Students are only permitted to consume water during detention and may access the toilet upon request.

Appendix 3: Student Term Reflection Template

My Term Evaluation

Name: _____

My Attitude: Expected standards of behaviour <ul style="list-style-type: none">• Being respectful• Being responsible• Being kind	My score: out of 5
My Application: <ul style="list-style-type: none">• Quality of classwork• Quality of homework• Quality of participation	My score out of 5
My Achievement: <ul style="list-style-type: none">• Result: _____• Quality of effort• Best possible result	My score out of 5
My overall Comment: I think	My total score out of 15.
Teacher Feedback (3As):	