

Synge St CBS: Code of Conduct (Including the Suspension and Expulsion Policies)

Established in 1864, Synge St. CBS is a Catholic Secondary School for boys under the trusteeship of The Edmund Rice Schools Trust (ERST) established May 2008. Based on the educational and religious values of Blessed Edmund Ignatius Rice founder of the Christian Brothers Schools; Synge St. CBS aims to foster a holistic educational environment, which encourages the development of all aspects of pupils' lives including the social, moral, intellectual and spiritual.

The Vision, Mission and Values of an ERST School

Vision:

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

Mission:

To provide Catholic education in the Edmund Rice tradition.

Values:

The Five Key Elements of an ERST School are:

- ❖ **Nurturing faith, Christian spirituality, and Gospel-based values**
- ❖ **Promoting partnership in the school community**
- ❖ **Excelling in teaching and learning**
- ❖ **Creating a caring school community**
- ❖ **Inspiring transformational leadership**

Definition of Code of Behaviour

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 Aims of Code of Behaviour:

The Code of Behaviour helps the school community to promote the school ethos, relationships, policies, procedures, and practices that encourage good behaviour and prevent unacceptable behaviour. The Code of Behaviour helps teachers, other members of staff, students, and parents to work together for a happy, effective, and safe school. Our curriculum is designed to match a wide range of abilities and interests and to encourage each student as far as possible to achieve his spiritual, intellectual, creative, emotional, physical, and social goals.

The school recognises the central role that parents play in the education of their children. Good behaviour is nurtured in the home. The school seeks to involve

parents/guardians in the maintenance of good behaviour in the school and actively seeks their support in implementing this Code of Behaviour. Signing the Code of Behaviour, as part of the enrolment process, signals the support of parents/guardians for its operation in the school.

Rationale for Policy

This Policy translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of instruction to all students. It helps to foster a safe, harmonious school where high standards of behaviour and effort are expected and supported.

The purpose of the Code is:

- The encourage students to take personal responsibility for their learning and their behaviour.
- To foster in students a sense of respect and consideration for others.
- To encourage good behaviour through positive affirmation.
- To create a suitable environment for learning.

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 is a key tool in enabling the school authorities to support the learning of every student in the school.

Roles and Responsibilities

The following section of the code outlines the roles and responsibilities of our community members in developing, implementing, monitoring, and evaluating this policy.

1. Board of Management

The Board will ensure that the ethos and values of the Trustees are reflected in the formulation and implementation of this policy. The Board will formally record the adoption of the Code of Behaviour, the commencement date, and decisions about when the Code will be reviewed.

2. Principal and Deputy Principal

The Principal and Deputy Principal, under the direction of the Board, lead the work in developing, implementing, monitoring and evaluating the Code of Behaviour in Synge St CBS

3. Teachers and other Staff Members

Teachers and other staff members bring:

- Their professional expertise in understanding the links between behaviour and learning.

- Their experience of what works to help students to behave well.
- Their knowledge of the school and the school community to the process of developing, implementing, monitoring, and evaluating this Policy.

4. Parents

The meaningful involvement of parents in the development, monitoring and evaluation of this Policy will contribute to the successful implementation of this Policy. Parents have some responsibilities for their children's behaviour. Parents can:

- Have a strong sense of pride in the school and ownership of its work.
- Reinforce at home the messages about learning and behaviour that are conducive to a happy and effective school.
- Give consistent messages to students about how to treat others.

5. Students

Students are more likely to support this Code of Behaviour when they have helped to develop it.

Through their involvement students can:

- Experience being part of a collective effort to make sure this school is a good place to teach and learn.
- Have their experience, insights and expectations recognised and used.
- Learn to take personal responsibility for their behaviour and for each other's wellbeing and the well-being of others.
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6. Student Support Team

The school Care Team consists of the:

- The Principal
- The Deputy Principal
- School Counsellor
- A shared Home School Community Liaison Coordinator
- Senior Management Team
- School Completion Co-Ordinator
- Behaviour for Learning Teacher

The counsellor is available to students and parents throughout the year and students are actively encouraged to visit them. Where there is particular concern the Principal or Deputy Principal can call upon the Student Support Team to help. When it is felt that a student might benefit, he will be automatically sent to a member of the Student Support Team and, if deemed necessary, the HSCL Coordinator will visit his home. The Student Support Team can avail of the services of the Department of Education National Educational Psychological Service (NEPS) at appropriate times.

7. Home School Community Liaison Scheme

This scheme focuses on helping parents to bring their concerns and capabilities to the education of their children. Any parent can contact the coordinator directly or through the school office. This service is shared between Synge Street Secondary and Primary schools at the moment.

Policy Content

In accordance with Section 23(2) of *The Education (Welfare) Act 2000* this Policy on Code of Behaviour specifies:

1. The standards of behaviour expected from each student attending Synge St CBS
2. The plan for promoting good behaviour.
3. The ways in which the school responds to unacceptable behaviour.
4. The plan for implementing the code of behaviour.
5. School procedures to be followed before a student may be suspended or expelled from the school.

Section One: Synge St CBS Expectations

“We have P.R.I.D.E. in Synge Street”.

Personal Responsibility, Respect, Integrity, Discipline and Effort

The standards of behaviour expected from each student attending Synge St C.B.S are as follows:

All students are expected to:

- Take responsibility for their own actions and the choices they make in relation to their behaviour and academic progress.
- Be respectful to each person in school and show respect in each class by following the golden rule of one voice.
- Be prepared by having all books, school journal and equipment as required in every lesson.
- Co-operate with their teachers and follow all instructions given to them.
- Complete all homework – written, reading and oral – set by teachers.
- Wear full school uniform.
- Attend school and all lessons punctually on each school day.
- Go directly and punctually from class to class during the school day; students may not use the toilets between classes.
- Respect school property and the property of others
- Do nothing inside or outside the school to bring the school community into disrepute.
- Keep the school environment clean.

Section Two: The plan for promoting good behaviour.

In line with our Mission Statement, it is policy to encourage and promote positive behaviour. Positive behaviour, genuine effort, and achievements whether academic or otherwise are recognised and rewarded in the following ways: (this list is not exhaustive)

	Promoting Good Behaviour
Subject Teacher	<ul style="list-style-type: none"> • Verbal praise by subject teacher. • Positive comments on exercises and reports. • Positive notes in the student's journal • Displays of work in classrooms and around school. • Postcards home • Class excursion
Student Support Co-Ordinator (Year Head)	<ul style="list-style-type: none"> • Verbal Praise • Awarding of certificates of attendance. • Postcards home • Recommendation for an Edmund Rice Award • Positive note in students' journal • Phone call home
Deputy Principal	<ul style="list-style-type: none"> • Verbal Praise • Letter or postcards home • Phone call home
Principal	<ul style="list-style-type: none"> • Sports Day for all • Public recognition of achievements on the intercom. • Annual Edmund Rice awards night • Assemblies
School Community	<ul style="list-style-type: none"> • Extra-curricular activities: Gaelic, soccer, athletics, and Judo • Homework club & Breakfast club • Photographic record of student achievements displayed in school. • Good behaviour is promoted through the fair and consistent application of the school rules (Appendix 1) and classroom rules (Appendix 2) • Talent Show • First-year term award

Section Three: Responding to unacceptable behaviour.

Any behaviour that **disrupts** the educational process or the school environment will be subject to disciplinary action (Appendix 3). The school responds to unacceptable behaviour through the application of sanctions in fair, consistent and timely ways. The purpose of these sanctions is to bring about a change in behaviour, to diffuse and not escalate a situation and to preserve the dignity of all the parties. For a list of sanctions used to facilitate disciplinary procedures see (Appendix 4).

Sanctions are used to:

- Help students to learn that a particular behaviour is unacceptable.
- Help students realise the effect of their actions and behaviour on others and on the learning environment.
- Help students in ways appropriate to their age and development to understand that they have choices about their own behaviour and that all choices have consequences.
- Help students to learn to take responsibility for their behaviour.

Section Four: The plan for implementing the Code of Behaviour

1. The Code of Behaviour is implemented through a staged response aimed at resolving behavioural difficulties at the lowest possible level (Appendix Five). The Code of Behaviour is implemented through 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.

Levels of Intervention	
Support for all	<p>Most students behave appropriately, with the help of consistent and clear rules and routines in class and in school. Minor misbehaviour will be attended to routinely and effectively through the skill of the classroom teacher. A first-year induction programme is provided to teach students the school expectations. A first-year survey is completed three weeks into term to help us identify quickly any students who are having difficulty settling into secondary school. All students are regularly reminded and re-taught the classroom rules by their subject teachers. Classroom contracts are negotiated between students and teachers at the beginning of the academic year thus ensuring student participation in the Code of Conduct.</p> <p>To further help students who do not respond to the supports that have been implemented for all, the staff introduced the "clear instruction". This is only used in serious cases of defiance or misbehaviour. The teacher will use the words "I am giving you a clear instruction". This gives the student the opportunity to walk away from the incident with dignity. The teacher will repeat the words once more if the student did not respond. They will also</p>

	<p>remind the student what the consequences are if they ignore the instruction a second time. The teacher will give the student time to respond, however if the student does not respond they may be suspended.</p>
<p>Additional support for some students</p>	<p>Some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing: behaviourally, socially and educationally. The year-head who keeps a record of all incident and complaint sheets that a student receives will identify these students. Additional supports have been put in place to help these students.</p> <ul style="list-style-type: none"> • Referral to year-head who will meet with the student's parents/guardians • Referral to a member of the Care Committee team • Setting targets for behaviour and monitoring them through the use of a progress card • Behaviour contracts. <p>For class groups in difficulty, all their teachers will follow a consistent behaviour plan and use the same rules/behaviour goals for the class. They will also use the same language surrounding the behaviour expectations they have of the class. At all stages improvement in behaviour will be acknowledged.</p>
<p>Specialised support for a small minority of students</p>	<p>A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions. The Principal and staff may call on the help of local support services such as National Educational Psychological Service, the National Behavioural Support Service, or Adolescent Mental Health Services. Once the ladder of intervention is exhausted and it becomes obvious that the school can no longer cater for the needs of the student, the student will be referred to the Board of Management.</p>

Section Five: Suspension and Expulsion

Suspension:

This sanction will be applied when other efforts to resolve the problem have failed or when the incident is so serious that the student should be removed from the school immediately (due procedures having been followed.)

When proposing to suspend a student a preliminary assessment of the facts by the Year-Head, seeks to confirm whether the misbehaviour warrants suspension. The Year-Head will present their findings to the Principal. If the Year-Head is involved in

the incident the investigation will be carried out by the Deputy Principal.

Where this investigation finds that suspension is warranted the student's parents will receive two types of written notification. First, through the suspension form that is given to the student, followed by postal confirmation of the suspension.

The Principal sanctions all suspensions, or, in the absence of the Principal, the Deputy Principal will sanction them.

Due Process: The school recognises the right of students and their parents/guardians to request a hearing relating to suspension from school. A hearing may be requested if parents wish to contest the facts, which led to the disciplinary action or feel that the action was unfair or inappropriate. Parents also have the right to appeal to the Board of Management and the Principal will inform the Board of the suspension at the next ordinary meeting.

In accordance with the NEWB Guidelines the school will help the student to take responsibility for their actions and their academic progress by setting work to be completed on each day of the suspension. The student must collect their study plan from the school each morning of the suspension at 8.35. The student must be in complete school uniform. Failure to collect the study plan is viewed as a serious breach of the Code of Conduct.

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (*Education Welfare Act, 2000*, section 21(4) (a)).

Expulsion/permanent exclusion of a student

Circumstances that could justify expulsion/permanent exclusion of a student are:

- (a) Where the indiscipline of a pupil is so pervasive that teaching and learning become extremely difficult. Some examples would include:

Where the pupil is so disruptive, and he is seriously preventing other pupils from learning.

Where the pupil is uncontrollable and is not amenable to any form of school discipline or authority.

Where the parents are unable, or refuse, to exercise their responsibility for the pupil.

Where the pupil's conduct is a source of serious bad example and is having an adverse influence on other pupils in the school.

Where the pupil is a danger to himself or to others.

When, after continual suspensions, guarantees of reasonable behaviour are not forthcoming from the parents.

(b) First-time offences of a very serious nature. Some examples would include:

- Serious assault
- Involvement in activities which have led to school closure
- Trafficking in drugs
- Arriving in school under the influence of alcohol or drugs
- Burglary or theft of school property
- Vandalism of school property
- Setting fire to the school premises
- Gross insubordination to the Principal or members of staff

Expulsion is not simply used as a punishment for wrong doing but is only contemplated when it is considered by the Board of Management that the continued attendance of the pupil at the school would be actually harmful to the education and safety of other pupils, or when the point has been reached where the offending pupil cannot be helped in any way by remaining in this particular school.

Procedures to be followed in cases of expulsion

1. The Principal must inform the parents by registered letter that the Board of Management is considering the expulsion of their child from the school.
2. The letter must outline:
 - The reason why the Board is considering such a course of action;
 - The rights of the parents to meet with the Board or a representative sub-committee of the Board (i.e., Trustee Representative, Parent Representative, Teacher Representative and Principal), or if they wish to make a written submission to the Board;
 - The date, time and venue of the Board Meeting.
3. The Principal must arrange to have all the documentation relating to the case available to the Board.
4. The Chairperson should outline the case, with the help of the Principal, and Board members should seek clarification of matters as appropriate.

5. In arriving at its decision, the Board should review the pupil's record in the school and should take account of all the facts of the case, including their meeting with the parents and/or written submission from the parents.
6. The Board will then, or at a further meeting, if necessary, decide the issue and convey the decision to the parents/guardians of the pupil.
7. The Secretary to the Board will notify parent(s) / guardian(s) that it is of the opinion that their son be expelled. The Secretary will further notify the educational welfare officer to whom functions under this Act have been assigned, in writing, of its opinion and the reasons therefore, in compliance with the provisions of the Education Welfare Act 2000. The correspondence will further state that the expulsion will only take effect 20 school days after the receipt of the notification to the Educational Welfare Board, again in compliance with Section 24(4) of the same act, this communication will also inform the parents/guardians of their right of appeal under Section 29 of the Education Act 1998.

Appeals against expulsion

Parents have the right to appeal to the Minister for Education. The Board of Management cannot act as an appeal forum since it has expelled the pupil. When the Department of Education and Science has arrived at a decision, the parents will be informed in writing whether the appeal has been upheld or rejected.

The Education Act 1998

Section 29 of the Education Act 1998 provides for an appeal, by parents or a student over 18 years of age, to the Secretary General of the Department of Education and Science, in the following cases:

- (i) Where a Board permanently excludes a pupil from a school, or
- (ii) Where a Board suspends a student from attendance at a school for a period to be prescribed for the purpose of this paragraph, or
- (iii) Where a Board refuses to enrol a student in a school, or
- (iv) Where a Board makes such decision of a case which the Minister, following consultations with patrons, national associations of parents, recognised school management organisations, recognised trade unions and staff associations representing teachers, may from time to time determine may be appealed in accordance with this section.

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The appeal should be lodged within a specified time from the date that the parent or student was informed of the decision, and a committee set up by the Minister shall hear the appeal. This Appeals' Committee will consist of an inspector from the Department of Education and Science and such other persons as the Minister for Education and Science considers appropriate.

Review and Evaluation of the Code of Conduct

This will take place annually and will include teachers, students and the principal/deputy principal.

APPENDICES:

Appendix One: School Rules

Be Respectful

1. Each pupil is expected to treat all staff/fellow pupils/members of the local community with respect. Any pupil who is disrespectful or disruptive will be liable to sanctions.
2. Students must behave in a courteous manner towards and obey the instructions of all teachers, substitute teachers and supervisors. Students must behave in the **corridors** as they would in class.
3. Students will be allowed to leave his classroom with the permission of his scheduled teacher.
4. Students require the permission of their scheduled class teacher before visiting the office or toilets. This means that students may not visit the office or toilets between classes.
5. Students **staying in for lunch** and taking part in lunchtime activities are expected to obey their supervisors at all times
6. The Code of Conduct applies to all out of school visits including school games. An Incident Card will be issued for misbehaviour at **school games**.
7. All **litter** should be put in the bins provided.
8. Eating and drinking inside the school building is strictly forbidden.

Be Ready

1. Each student is expected to be in school at 8.35 each morning and return from lunch at 1.25 to ensure punctuality (Appendix Seven, Attendance and Punctuality Policy)
2. Students are expected to be on time for all classes and will be dismissed from class on the teacher's instructions only.
3. According to the Education Welfare Act 2000, upon return from absence a student must present a written note **in their Journal from their parent/guardian** (Appendix Seven)

Be Responsible

1. Each Student is expected to wear full uniform (Appendix Eight, Uniform Policy)
2. The carrying of any type of radio/iPod/mp3 player is not allowed.
3. The use of mobile phones is banned in the school buildings and grounds (Appendix Nine, Mobile Phone Policy)

4. It is an offence in law to **smoke** in the school grounds. Students caught smoking in the school or the school grounds or at any of the school gates will be suspended for 3 days.
5. The use or possession of any **illegal substance** is absolutely forbidden. Offenders are liable to serious sanction, including expulsion. (A copy of the schools Substance Abuse Policy is available from the school).
6. **Damaging property** belonging to students, teachers or school is forbidden by law and will lead to suspension or possible expulsion.
7. **Theft** is regarded very seriously. Students who take school property, property from another student, from a school employee or visitor may be suspended or expelled.
8. **Bullying** of any kind, verbal or physical, is strictly forbidden, and may result in suspension or possible expulsion. (A copy of the schools Anti-Bullying Policy is available from the school).
9. Where **fighting** occurs between students, if it is not possible to find the first cause, all participants may be suspended for three days. In the case of serious or repeated incidents, the school authorities may recommend expulsion.
10. **Lockers** remain the property of the school. The Principal and /or Deputy Principal may open lockers and make reasonable examination of contents, including personal belongings, for health, safety and welfare reasons. Students who use the locker room inappropriately will have the facility withdrawn.
11. There are regular fire drills during the school year. Whenever the fire alarm sounds **evacuation** procedures must be followed. All teachers have been fully briefed on these. Instructions are posted on the wall beside the door of each classroom.
12. Students must comply with school policy (posted in the computer room) in respect of **computers**. Parents are required to sign the school Internet Permission Form. The school uses blocking software to prevent students from accessing unsuitable websites.

Appendix Two: Classroom Rules

All students must be, responsible, respectful and ready.

Be Responsible:

Arrive on time for class with full school uniform.
Enter the class quietly and quickly.
Take your assigned seat and follow all instructions

Be Respectful:

Show respect by following the golden rule of “one voice” in the classroom.
Raise your hand to speak and wait to be asked
Treat others with respect by listening to them and respecting their right to learn

Be Ready:

Have all your materials for class, journal, pen, copy and book.
Place your journal immediately on the desk.
Have your homework complete and open for your teacher to correct.

Appendix Three: Examples of Unacceptable Behaviours
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Talking out of turn
Inattentiveness
Arriving late for school and class
Failing to wear the school uniform
Failing to have relevant materials for class
Failing to complete homework
Failure to follow classroom procedures and teacher instructions
Failure to follow a “clear instruction”
Use of obscene, vulgar language
Open defiance of a teacher
Undermining a teacher
Displaying an argumentative attitude
Attention-seeking
Throwing objects.
Mitching classes
Endangering the health and safety of others in the school community.
Aggressive behaviour or language
Fighting
Vandalism
Use or trafficking of drugs (see substance misuse policy)
Bullying (see policy on bullying)

This list is not exhaustive

Appendix Four: Sanctions

Expectation/rule/procedure reminder
Redirect student to task
Verbal warning
Speak to student after class
Penalty sheet, signed by parent
Letter home
Detention
Incident Card
Progress Report Card
Complaint Sheet
Suspension (Please note if a student twice refuses to obey a “clear instruction’ issued by a teacher the sanction shall be immediate suspension)
Behaviour Contract and Special Report Card
Special Difficulties Panel
Expulsion

This list is not exhaustive

Appendix Five: Ladder of Intervention

	Role	Sanction	Referral
Subject Teacher	The vast majority of behavioural matters are dealt with promptly and efficiently by the subject teacher and have no long-term consequences.	Verbal warning Penalty sheet Letter or phone call home Extra work assigned Detention (Appendix Nine)	If student fails to respond to the classroom teacher's interventions they will be given an incident card or a complaint sheet and referred to their Year-head.
Year-Head	Involved where: Subject Teacher believes student has not responded positively to his/her intervention. Student's conduct has consequences beyond the classroom of an individual teacher Breaches of school rules outside of the classroom An Incident Report or a Complaint Sheet is completed. Year-head keeps a complete record of each student in their year	After receiving multiple incident cards within a short period for the same student the year-head will place them on a progress card (5B) and send a letter home to inform their parents/guardians that upon receiving two more within a five day period their son may be suspended.	If a student receives a complaint sheet (5C) or has received multiple incident cards, the year-head may recommend them to the Principal for suspension. The student may also be referred to a member of the care team. If a student is suspended for more than ten days or is on their fourth suspension the year-head will refer them to the Deputy-Principal.
Deputy Principal	Involved where: There are serious breaches of school rules and classroom rules. Persistent failure over lengthy period to achieve standard of work or behaviour expected The student is recommended by the year-head after at least 10 days of suspension.	When a student returns from their fourth suspension they will be placed on a behaviour contract and the DP will ask teachers to complete a Special Report Card for a specified period of time.	If the student breaks their behaviour contract or there is unsatisfactory feedback on their Special Report Card the DP will refer them to the Special Difficulties Panel

<p>Special Difficulties Panel</p>	<p>Involved where: The student over a sustained period of time has failed to follow the classroom and school rules and has failed to respond to all previous interventions. The student has broken their behaviour contract or failed to make progress on the Special Report Card. The Special Difficulties Panel is comprised of one teacher, a year-head and the Deputy-principal.</p>	<p>The Panel will meet, discuss and review the student’s school record.</p>	<p>If the student has failed to respond to all interventions offered the panel can make a recommendation that the student is sent before the Board of Management. If the panel believe the school can further help the student they may place them on another behaviour contract, refer to the care team or an outside agency. However if the student does not respond or is suspended again the Special Difficulties Panel will automatically recommend them to the Board of management.</p>
<p>Principal</p>	<p>Involved were there are very serious breaches of school rules. The sanction is suspension up to and including 3 days. The student has been recommended by the Special Difficulties Panel</p>	<p>Suspension Recommend the student go forward to the board.</p>	<p>Student may be referred to a member of the care team. Student may be referred to an outside agency Student may be referred to the Board of Management.</p>
<p>Board of Management</p>	<p>Involved where: There is an appeal to a suspension The student has been recommended by the Principal. Risk to health and safety of pupils.</p>	<p>The Board of Management works in accordance with the Education Welfare Act. Board of Management can impose a variety of sanctions, and these can include possible expulsion from school.</p>	

Please note that Parents/Guardians will be contacted at all stages in relation to their son’s behaviour and progress.

5 (B) - Student Progress Card - Level 1

Student:													Class:											
Date Started:									Date Finished:															
Targets	1.																							
	2.																							
	3.																							
✓ or X & Initial	1	2	3	T	1	2	3	T	1	2	3	T	1	2	3	T	1	2	3	T				
	Monday				Tuesday				Wednesday				Thursday				Friday							
8:40-9:20																								
9:20-10:00																								
	B				R				E				A				K							
10:10-10:50																								
10:50-11:30																								
11:30-12:10																								
12:10-12:50																								
	L				U				N				C				H							
13:30-14:10																								
14:10-14:50																								
14:50-15:30																								
Parent/Guardian Signature																								
Year-Head Signature																								

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(5A) - YELLOW CARD: LOW LEVEL BEHAVIOUR/INCIDENT

Student Name:

Class:

Date:

Describe the repeated negative behaviour of the student or the incident:

Describe the impact on Teaching & Learning:

Tick ✓ the repeated or previous actions taken by the teacher to address the behaviour:

Verbal warning	<input type="checkbox"/>	Change of seat	<input type="checkbox"/>
Rule reminder	<input type="checkbox"/>	Spoken to individually	<input type="checkbox"/>
Detention	<input type="checkbox"/>	Class Contract	<input type="checkbox"/>
Note in journal	<input type="checkbox"/>	Phone call home	<input type="checkbox"/>

Other:

Describe actions taken by the teacher during the incident, and impact if any:

Does this card need further action by the SSC: YES NO

If no, this card will be kept on file and used to track emerging trends in the student's behaviour.

Teacher Signature: _____

Action taken by SSC:

Date on which action was taken: _____ **Signature of SSC:**

(5C) COMPLAINT SHEET - HIGH LEVEL MISBEHAVIOUR – RED CARD

Student: _____ Class: _____

Teacher: _____ Time: _____

<p>STUDENT BEHAVIOUR:</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Defiance (talking back to teacher)</p> <p><input type="checkbox"/> Disrespect (Ignoring or mocking teacher)</p> <p><input type="checkbox"/> Bullying/Slagging</p> <p><input type="checkbox"/> Fighting/Physical Aggression</p> <p><input type="checkbox"/> Vandalism</p> <p><input type="checkbox"/> Refusal to hand up Mobile Phone/MP3</p> <p><input type="checkbox"/> Disruptive Behaviour (stopping the learning of others)</p> <p><input type="checkbox"/> Refusal to do class work</p> <p><input type="checkbox"/> Ignoring a clear instruction</p> <p>Other _____</p>	<p>PREVIOUS ACTIONS TAKEN BY THE TEACHER:</p> <p><input type="checkbox"/> Rule reminder</p> <p><input type="checkbox"/> Verbal warning</p> <p><input type="checkbox"/> Penalty Work</p> <p><input type="checkbox"/> Changed seating arrangement</p> <p><input type="checkbox"/> Spoken to student after class</p> <p><input type="checkbox"/> Detention</p> <p><input type="checkbox"/> Phone call home</p> <p><input type="checkbox"/> Letter home</p> <p><input type="checkbox"/> Removed from class (in view of the teacher)</p> <p>Other: _____</p>	<p>STUDENT'S MOTIVATION FOR THE BEHAVIOUR</p> <p><input type="checkbox"/> Obtain attention of peers</p> <p><input type="checkbox"/> Avoid work/tasks</p> <p><input type="checkbox"/> Obtain teacher attention</p> <p><input type="checkbox"/> Unclear/Don't know</p> <p>IMPACT ON TEACHING & LEARNING</p> <p><input type="checkbox"/> Learning was interrupted</p> <p><input type="checkbox"/> Learning could not take place</p> <p><input type="checkbox"/> Teacher was undermined</p>
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TEACHER COMMENT:

RECORD OF ACTION TAKEN BY SSC

Conversation with student
 Work Assigned
 Meeting with Parent
 Placed on Progress Card
 Recommend Suspension

Dates of Suspension: _____

Appendix Six: Attendance and Punctuality

Regular, punctual attendance is essential for good progress and academic achievement. The school seeks to encourage good attendance among all students and regularly commends students and their parents where excellent attendance and improved attendance are achieved.

Likewise, the school offers help and support where on-going problems with attendance exist.

Under the Education (Welfare) Act 2000 there is a statutory obligation to attend school and the Principal is legally required to inform the National Educational Welfare Board when absences of more than 20 days in a school year occur.

Late attendance without a written parental excuse is not acceptable and may result in the student being detained after school for up to 45 minutes on the day of the offence. Continual late coming to school is viewed as a serious breach of the Code of Conduct as it disrupts the learning environment.

Each student is expected to be in school at 8.35 each morning and at 1.25 each afternoon.

The school opening hours are:

Monday - Tuesday 8.40am -3.30pm

Wednesday, Thursday and Friday 8.40am - 2.50pm

Lunch from 12.50pm until 1.30pm.

- (1) Students must attend school regularly and punctually.
If a student has been absent from school, he must bring a note of explanation from his parent(s) or guardian(s) in his Student Journal. This note must be shown to each subject teacher.
- (2) If a student needs to leave the school premises during the day, he must bring a note in his Student Journal from his parent or guardian to the Office before he leaves. He will be asked to sign on leaving and returning to the school. Medical appointments should be made outside school hours if at all possible.
- (3) Students are not permitted to leave the school during the 10.40 break.
- (4) Students who become ill during the day should report to the Main Office. Any student who wishes to **leave the building** for a valid reason (e.g. a doctor's appointment) must be given permission by his Year-Head (Deputy Principal or Principal if the Year Head is absent). Where necessary, contact will then be made by a staff member with a parent or guardian by telephone. For this reason, parents/guardians should ensure that the school has up-to-date daytime contact numbers. Under no circumstances should students make their own arrangements for collection by parents or others. When a

student is going home due to illness, parents/guardians are asked to come to the Office to collect him.

- (5) If a student who goes home for lunch cannot return to school after lunch he should ensure that a parent/guardian contacts the school office (01-4783998) immediately by telephone and gives an explanation. On his return to school a note of explanation must be shown.
- (6) Students must arrive at all classes on time. Students are not permitted to use the toilets in between classes.
- (7) Students who leave school or class without permission are liable for sanctions, which may include suspension.

There are grave Health and Safety implications where students absent themselves from school or class without permission. Because of this, the school must view all such absences as serious breaches of the Code of Conduct.

Appendix Seven: Uniform Policy

1. Students are required to enter school in **full uniform**.

1st, 2nd, 3rd Year Students	TY, 5th, 6th Year Students
Black shoes/black runners	Black shoes/black runners
School tie	School tie
Grey school jumper	Black school jumper
Grey shirt	White shirt
Grey trousers	Black trousers

2. The wearing of caps and hats in the school building is forbidden.

3. Hoods must remain down in the school building.

4. Students' general appearance should be clean and tidy.

5. Students must remove jackets in the classroom.

6. The wearing of jewellery including earrings by students is forbidden on health and safety grounds.

7. These rules apply during school hours and state examinations.

8. Students may be sent home for failure to comply with the above rules.

Appendix Eight: Mobile Phone Policy
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1. The use of mobile phones is banned within the school building(s) including the Gymnasium.
2. Mobile phones may not be used in the schoolyard.
4. Students who use mobile phones for any purpose e.g. checking time, use as a calculator, sending or receiving text messages or phone messages etc. are liable to have their phones confiscated.
5. Phones may be confiscated for a period not exceeding the end of the term in question i.e., September to Christmas, January to Easter, Easter to Summer.
A second confiscation may be for two terms.
A third confiscation may be for 3 terms.
6. The ownership of camera phones can easily be abused by inappropriate and even illegal use. The possession of certain photographic images is against the law and punishable by severe fines. The passing on of such images is treated even more severely by the courts. The Board of Management of Synge Street is determined that such phones should not be used on our premises.
8. **THEREFORE CAMERA PHONES ARE TOTALLY BANNED** in the school buildings, school grounds or in the course of school related activities. Where teachers confiscate such phones, they will **NOT** be returned to the student, (at the discretion of the Deputy Principal or Principal and in light of 9. below), until the end of the term in question.
9. Before a camera phone can be returned the student will be asked, in the presence of his parents / guardians, to view the recorded data stored on the memory of the phone.
10. In the event that any data is discovered which is deemed by the Principal to be inappropriate the parents will be informed that this is a serious breach of school rules and may be notified to the Board of Management.
11. Notwithstanding sections eight, nine and ten, previously outlined, if any data refers to or captures images of persons within the school, this will be regarded as a serious breach of discipline. Sanctions can range from multiple detentions and / or suspension.
12. A written account of the offending data will be recorded, along with a copy of the actual image if technology allows. The student will also be asked to verify that the image has not been forwarded or stored in another location. The student will then be asked to delete the image.

Appendix Nine: Detention Procedures
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- (1) On admission to the school parents sign a permission slip to allow subject teachers to keep students back during break or after school to discuss their behaviour.

- (2) The teacher will inform students on the day.

- (3) The Principal, Deputy Principal and Year-heads may also run detention for breaches of the Code of Conduct. For these detentions students will be given notice, if possible, in line with the permission granted.

- (4) The Principal, Deputy Principal and Year-heads may also run detention for latecomers, the students may have to remain behind on that day for up to 45 minutes. Parents give their permission for this on their son's admission to the school.

Reviewed and ratified by the BOM 17/05/2022

Parental Agreement Form

I have read and understand the School Behaviour and Discipline Code and agree with its contents.

Student's Name

Year

Signature

Date

Name of parent or guardian

Signature

Name of parent or guardian

Signature

Date

Witnessed by School Principal/Deputy Principal/Year Head/Class Teacher:

Signature

Date

ADDITIONAL STATEMENT:

"The School authorities reserve the right to forego any of the above procedures depending on the nature and seriousness of the conduct involved."

Appendix Ten: Clear Instruction

Background:

- 1 The review of the Code of Behaviour and discussions at various meetings identified the lack of respect for teachers as a major issue that needs immediate redress.

The Plan:

- 1 The Code of Behaviour review identified a school community based on respect. What is envisaged is to insist that a teacher's clear instructions are followed. If a student challenges the authority of a teacher then a serious sanction will result.
- 2 If a student challenges the authority of a teacher the suggestion is that a form of words could be used by everyone that the student will understand:
 - *'I am giving you a clear instruction to ...'*
 - These words will be repeated once more.
 - *'I am giving you a clear instruction to ...'*
- 6 If the student continues to challenge the teacher's authority then a suspension will follow.

Some important points

- 7 The usual classroom management skills will continue to be used. The above form of words will only be used when the authority of a teacher is challenged.
- 8 This tool is not to be used for normal classroom management situations. These continue to be dealt with under our Code of Behaviour.
- 9 If everyone uses the same form of words, students will come to recognise them and act accordingly.
- 10 *In order to ensure compliance with our suspension procedures it is essential that the details are written up on the Complaint Form.*