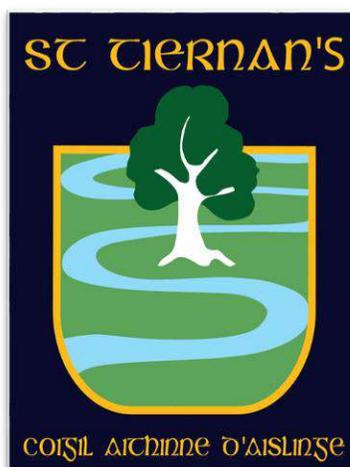


St Tiernan's Community School

Code of Behaviour Policy



Last updated: June 2022

Introduction

In St. Tiernan's Community School, we aim to create an atmosphere where students can develop their full potential and learn to value and respect themselves and others. Besides a strong academic programme, the school also provides a wide range of co-curricular and extra-curricular activities. The aim is to provide a rich variety of experiences to promote the holistic development of each student. The school hopes that each student finds in the school a just and caring community in which they can explore and attain their potential. The school expects each student to take responsibility for their own growth and development and to contribute to the life of the school. We provide opportunities for each student to exercise that responsibility as they mature in the school. Fundamental to this spirit is an acceptance by all of the need for courtesy and co-operation within the school community. Management, staff and parents/guardians must work together to achieve these aims.

Mission Statement

St Tiernan's is a school that was built in the community of Balally, and was originally set up to meet the needs of students in the parishes of Balally and Dundrum. While our traditional intake has broadly widened to take in students from numerous other areas, we truly remain a school in which 'community' is at the core. This characteristic nature, which has developed in our school, comes to us from the founding trustees. The Carmelite Fathers seek to form communities where each person feels accepted and valued not for what they can do but simply because of who they are. One of the most important tasks entrusted to the founder of the FCJ (FCJ trust now operated by Le Chéile), Marie Madeleine, was the pastoral care and education of youth, a task which we now take up. Companionship is also central to the FCJ Philosophy of Education. These values can be found today in the mission statement of the school as follows;

St Tiernan's Community School aims to:

1. Encourage academic success, promoting quality in everything we do.
2. Develop a well-rounded individual with a healthy physical, social, and spiritual outlook on life.
3. Nurture a sense of respect and pride in each individual in the school and in the community.
4. Maintain a positive, caring and disciplined environment.
5. Provide a joyful educational experience for all.

Ethos

The ethos of our school is founded on respect for all members of the school community. We respect the dignity of each individual student and recognise their unique gifts and talents. The school has a Catholic ethos but is open to and welcomes students of all denominations and none. We maintain an inclusive environment in which Christian values are fostered and all faiths are welcomed.

The school also nurtures the academic, social, moral, intellectual and emotional development of each individual. We recognise the value of multiple intelligences and actively seek to meet the individual needs of each and every student.

In St Tiernan's, we aim to provide:

- a calm, trustful and respectful school environment which facilitates positive teaching and learning for all.
- a place where students are expected to move quietly throughout the school and to be welcoming and courteous to all visitors.
- a community where students are expected to be polite at all times which means that aggressive, disrespectful and anti-social behaviour are unacceptable, where insulting or offensive remarks are unacceptable and are treated very seriously.
- a sanctuary where bullying is not tolerated and will be dealt with in a fair, firm and understanding manner, in accordance with the Anti-Bullying Policy.

- a community where equality of opportunity is promoted and discrimination, harassment and sexual harassment on the following nine grounds (as set out in the Equal Status Acts 2000 and 2004): gender, marital status, family status, sexual orientation, religion, age, disability, race or membership of an ethnic community is prohibited.

Behaviours that do not comply with the expectations set out in the Code of Behaviour (also referred to as 'The Code'), will be regarded as a breach of the spirit of the school and will be dealt with accordingly.

Aim of the Code of Behaviour

The formal Code of Behaviour provides a framework for a positive approach to behaviour and discipline within the school which is encouraged by using a Restorative Approach.

It aims to:

- Encourage students to take responsibility for their actions through promoting self-care, self-compassion and self-discipline.
- Encourage students to have empathy, respect and consideration for one another.
- Create a positive teaching and learning environment for all students, staff and extended school community.
- Prepare students for the responsibilities of the adult world through self-reflection and taking action to repair harm and/or relationships.

The Philosophy of Restorative Practices:

- We will aim to embed restorative approaches and use Restorative Justice Conferences in order to support our Behaviour Policy and offer an alternative to the traditional responses to challenging behaviours.
- Restorative Approaches provide an alternative to the belief that punishment will change behaviour and achieve compliance, although we retain our right to use consequences 1 – 5 where necessary. It is an educative approach, helping those involved to learn how to change.

- Restorative Approaches can assist the development and repair of relationships between students and adults/other students. The approach is respectful of the dignity of all concerned.

The following questions are used during the Restorative Practice process:

- What happened?
- What were you thinking of at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- What could have been done differently?
- What do you think needs to happen next?

The questions are neutral and non-judgemental, they are about the wrong doer's behaviour and its effect upon others, and they are open questions which require an answer.

They review the entire situation, looking at what happened up to the measures necessary to repair the situation. They require people to reflect on who has been affected with the aim of all involved developing some empathy for others.

The Restorative Approach model can be applied in a number of ways, ranging from informal work in the corridors and classrooms to formal conferences with those involved. C1 – C5 Restorative Question Sheets for students may be used to aid this work.

Development of the Code of Behaviour

The Code of Behaviour was developed in accordance with the NEWB Guidelines on Developing a Code of Behaviour (2008). The Code was developed through consultation and collaboration with representatives from the whole school community. The Principal, The Code of Behaviour Strategy Team, Deputy Principal, Board of Management, Parents Council, Students Council and all staff have been included in the planning and review process. An evaluation of behavioural policies has been conducted through discussion, surveys, focus groups and reflection. An audit of existing behavioural procedures and policies has been carried out, which highlighted areas in need of review. Action plans have been devised and implemented which has led to the application of the reviewed Code of Behaviour. The review and development of the Code of Behaviour has been done in a

manner that takes full account of the good practice set out in the NEWB Guidelines while maintaining the ethos and character of the school community.

Scope of Code of Behaviour

This policy applies to all the members of the St. Tiernan's School Community and relates to all school activities both during and outside of normal school hours. This policy was drawn up in consultation with all the school partners, including Board of Management, Staff, Parents and Students.

Vision for Relationships and Behaviour in the School

St Tiernan's aims to be a Restorative School where positive relationships between students, parents and teachers are given high priority and thus, it is our aim to embed Restorative Practice within the school so that it becomes part of our culture. This will require commitment to the ideology and therefore will require that all staff be trained in it.¹

The educational philosophy of the school recognises the importance of each student achieving their full potential. Pastoral care is a priority in St.Tiernan's. We endeavour to create a school community where each member feels a sense of belonging and is respected and valued. All members of the school community have been engaged in the task of shaping the school environment in order to keep it a happy place for teaching and learning. It is through this inclusive approach of collaboration that the Code of Behaviour has been developed, to maintain the best possible educational environment.

To promote the learning environment in the school, students are encouraged to set goals for themselves regarding their relations with each other, their relations with people in authority and progress in their work. Each student will be encouraged to seek excellence in doing their own personal best in these three areas. The school has a positive pastoral concern for all students, encouraging them through personal and group contact.

¹ Restorative Approaches explained in more detail at end of policy

Expectations for students, staff and parents/guardians

School and classroom rules set out practical behaviour expectations and clear boundaries for students so that they can maintain the high standards of behaviour expected from them. A summary of these rules in the form of a behaviour matrix is placed in every classroom in the school, in different locations around the school and in each student journal.

St Tiernan's Community School		CODE OF BEHAVIOUR				
		Where to do it?				
		Classroom	Corridors	Canteen	Toilet	Lockers
What to do?	R Respect	Follow staff instructions. One voice at a time. Be mannerly and respectful.	Follow staff instructions. Walk and speak calmly. Be mindful of others personal space.	Queue up in an orderly manner. Say 'please' and 'thank you'. Clean up after yourself.	Respect others privacy. Keep area clean and tidy. Be respectful of yours and others safety.	Keep your locker tidy and organised. Be mindful of others personal space. Have respect for all lockers and locker area.
	A Achieve	Work to the best of your ability. Record all class activity and homework.	Be on time. Keep a friendly atmosphere. Go directly to class.	Be mindful of what you eat and drink. Finish your food and drinks on time. Use outdoor spaces.	Be mindful of the time spent. Use toilets at break and lunch time. Show note and sign the toilet book.	Use lockers at designated times. Make sure you have all your books and materials.
	R Responsible	Have all materials needed for class. Place all materials on the desk, including your journal and homework. Leave the room as you would expect to find it.	Walk on the right. Line up quietly outside the classroom. Use bins provided.	Put rubbish in bin. Deal with spillages immediately. Be mindful of yours and others safety.	Flush toilet after use and wash hands. Report any issues to staff.	Have a timetable on your locker. Once organised, go directly to class.

The behaviour matrix is a chart, devised by students and staff, to help students know how to show respect, be responsible and achieve in the different areas of school life.

Students are expected to:

Follow the classroom rules as outlined below;

- Line up outside classroom quietly and on time. Enter and sit in assigned place with teacher's permission.
- Place on desk appropriate classroom materials, homework, and journal immediately.
- Listen attentively and follow teacher's instructions.
- Always raise hand and wait quietly for permission to speak.
- All work should be completed on time and to a high standard.
- Record homework in journal and leave quietly when dismissed.

In addition, students must;

- Treat all members of the school community with respect and courtesy.
- Be aware of the school rules and behave in a responsible manner, while wearing the school uniform, when present in school and when travelling to and from school.
- Attend every class, every day. Students must not leave the school grounds during school hours without permission from the Principal, Deputy Principal or Year Head (excluding lunch time when 6th year students may leave school grounds). Students must sign the appropriate register at the office when arriving late or leaving the school within school hours. All notes from parents/guardians should be presented to the Year Head on arrival at school.
- Be punctual to school and to class.
- Wear full school uniform at all times.
- Share responsibility for the school environment by respecting school property.
- Work to the best of their ability and complete all course requirements.
- Complete homework and assignments on time.

Staff members are expected to:

- Treat all members of the school community with respect and courtesy.
- Be professional and show respect for the interests and welfare of students.
- Provide a quality education to all students in a safe and secure environment.
- Provide a holistic education based on high and realistic expectations, while giving appropriate support.
- Provide and record regular class work and homework that is appropriate to the age and ability of each student.
- Promote positive attitudes regarding self-worth, social justice and equality.
- Provide equality of opportunity without discrimination based on any of the following nine grounds: gender, marital status, family status, sexual orientation, religion, age, disability, race or membership of an ethnic community.
- Communicate with parents through written reports, at parent/teacher meetings and at any other appropriate times if necessary.
- Teachers have a professional duty of care to address bullying in accordance with the Anti-Bullying Policy.
- Maintain a positive and orderly school environment.
- consistently implement the rewards and sanctions of the Code of Behaviour with impartiality and using fair procedures.

Parent(s)/Guardian(s) are expected to:

- Treat all members of the school community with respect and courtesy.
- Encourage their children to attend school every day to ensure maximum benefit from their time in school. Necessary appointments should be made for students outside school hours where possible. Parents should inform the school if their child will be absent and provide a note on the child's return. (See Attendance Policy).
- Ensure that their son/daughter is punctual for school and all school commitments.
- Encourage and support their child with school work.
- Check the progress of their child/children's homework assignments and sign any notes sent by teachers.
- Provide their child/children with the required textbooks and resources necessary for school.

- Communicate effectively with the school where appropriate. Parents are expected to attend parent / teacher meetings and / or any special appointments if requested.
- Support school policies.
- Sign the School Journal weekly and ask about homework daily.
- Make appointments to meet a teacher in advance.

The Roles and Responsibilities of Stake Holders

All stakeholders in the school community have responsibilities under the Code of Behaviour.

Role of the School

- To generate a spirit of excellence in the school in academic, spiritual, social and physical aspects of education.
- To help each student to develop their gifts and talents and to achieve their highest standards in work and behaviour.
- To recognise good work and behaviour and to seek modifications in behaviour which disadvantages other students or interferes with their learning.
- To cultivate a sense of pride in the school through good example, professional standards and recognition and reward for students' contribution to life in the school.
- To promote close co-operation with parents/guardians for the benefit of each student's education

Role of the Students

- The school expects that students will at all times do their best to uphold the Code of Behaviour of the school.
- To follow staff instructions, as failure to do so may result in the implementation of Consequences 1 to 5. Persistent, constant or extreme non-compliance will not be tolerated under any circumstances.
- To carry out their school work conscientiously and to the best of their ability.
- To aim at the highest standards of academic achievement, commensurate with their abilities and to contribute positively to all aspects of life in the school.
- To refrain from any activity/action which disrupts the teaching and learning process within the classroom.
- To attend school each day and for each class during that day unless there is a legitimate reason for their absence. A note explaining such absences must be brought to the year head immediately on returning to school following any absence.
- To attend with the required equipment and books, well prepared, in full uniform, and ready to learn.

- To refrain from any physical violence towards another student or staff member.
- To refrain from any act of vandalism (deface, disfigure, damage or destroy) against school property or the property of any member of the school community.
- To never engage in any form of bullying towards another student and to report any such act to a member of staff.
- To never use, possess or distribute anything which could be considered dangerous to other students or staff, for example weapons, drugs, solvents, sprays, alcohol, tobacco, vaping and associated products and to report any such act to a member of staff.
- Prescription drugs are only permitted if the prescription is shown to the Year Head in advance. They must only be taken by the person named on the prescription.
- To participate fully in all school activities and to do one's best at all times.

Role of Student Prefects

- Prefects are entrusted with the responsibility of leadership in our school;
- to work with staff to ensure that a caring, supportive and educational environment exists in the school.
- They are expected to be present at the Open Evening to help showcase the school, to escort parents and guardians on tours of the school, to answer any questions
- Have been given a leadership role- leading by example, school uniform, excellent behaviour, assisting staff, helping other students when required
- They have a role in assisting year heads and tutors at whole school events or services in the hall
- Are mentors to Junior students
- Are expected to promote the ethos of respect, kindness, joy, positivity, discipline and best effort that we have in St Tiernan's through their words and actions

Role of the Student Council

- The Student Council, elected annually by the student body, represents the student voice while promoting positive attitudes and values.

Role of the Class Teacher

Teachers have a pivotal role to play in behaviour management and this pivotal role forms a core element of the Code of Behaviour. Teachers through their classroom management techniques have the power to shape the behaviour of students within the classroom and outside.

The role of the subject teacher within the code of behaviour is to maintain good order and discipline within their classroom. An essential element to this is to:

- Record and deal with incidents of classroom indiscipline, which may include the use of Restorative Practice and/or Consequences (C1 to C5).
- Monitor and record attendance and punctuality on ePortal or on roll book in the event of technical difficulties.
- Monitor and record homework

Role of the Non-Teaching Staff

The school acknowledges the contribution of all non-teaching staff in the day to day running of the school. In relation to this Code, they have a responsibility to report instances of misbehaviour as well as exemplary behaviour to members of teaching staff or senior management.

Role of the Year Head

The Year Head, in consultation with the subject teachers has overall responsibility for the academic progress and pastoral care of the students in the Year Group. The specific responsibilities of the Year Head include:

- To review all referrals from class teachers and take appropriate action as soon as possible.
- To keep subject teachers informed about individual students after a referral has been received.
- To meet parents/guardians of individual students within their year group where necessary.
- To organise a whole year assembly at regular intervals providing an opportunity to explain and clarify aspects of the school's Code of Behaviour and to reinforce school rules and positive classroom behaviour.
- To monitor examination results and take appropriate action as required for each individual student.
- To sign each student's report at formal assessments.
- If deemed necessary, the Year Head should refer students to the Deputy Principal, Guidance Counsellor, Chaplain, Student Support Team
- With the help of Tutors, to monitor attendance within the year group. This involves:
 - Follow up students who are absent for a note of explanation.
 - Follow up students who are absent at registration and who did not sign the Late Book in the main office.
 - Follow up students who are absent, without permission, throughout the day and who did not use the Sign Out book in the main office.
- To ensure that each student in their Year group feels cared for and knows they have someone to talk to if they have any particular needs or concerns.
- To continuously encourage students to reach their potential, to practice selfcare and to know their worth
- To encourage the work of the class representatives on the Student Council
- To assist and inform the Student Support Team and Critical Incident Team concerning students within their year group.
- To liaise with the class teachers at the end of the year to arrange class groupings for the next year.
- To inspect parent/guardian signatures in school journals on a regular basis
- It is the responsibility of the classroom teacher to ensure that students have a good understanding of what is expected of them.
- To develop an awareness of the educational and care needs of each member of their class group and to pass on any concerns to the Student Support Team.

Role of the Deputy Principal

- To assist the Principal in the implementation and operation of the Code of Behaviour within the school
- To be responsible for the overall day to day management of the school
- To lead the staff in fulfilling their professional obligations to the students and the school
- To have overall responsibility for corridor discipline and to be visible on the corridors in between classes.
- To implement rewards and sanctions as outlined in the Code of Behaviour

Role of the Principal

To have overall responsibility for the implementation and operation of the Code of Behaviour within the school

Role of the Board of Management

The Board of Management is the decision making body of the school. The Board is the school body to which parents/guardians can appeal, in cases of suspension and expulsion. Students aged 18 years or over may make their own appeal to the board of management in such circumstances.

Role of the Parents/Guardians

- As the primary educator the school acknowledges the role of parents/guardians in the development and operation of the code of behaviour and expects them to support the code and ensure that their child uphold it.
- The school welcomes and actively encourages the involvement of our parents and guardians in the education of their child.
- The School Rules are circulated to the parents and guardians of all entrants to the school. The Code of Behaviour is available on our website. They are asked to read it and then to sign their agreement with the content and to actively support and co-operate with its implementation, particularly to try and ensure compliance by their child. This is to ensure that parents/guardians and students understand our rules; why they must be adhered to and what procedures will be followed if the rules are not upheld.
- To make sure that their child attends school regularly, on time and suitably presented, in full uniform and ready to work.
- To take an active and supportive interest in their child's work and progress.
- To show support for the authority of and discipline within the school, by helping their child to achieve maturity, self-discipline and self-control.
- To support the school, in whatever manner they can, in all its endeavours to promote and improve the education of their child.

Supports for Promoting and Acknowledging Good Behaviour, Progress and Effort through Interventions and supports.

The active promotion of good behaviour is central to the ethos, policies and practices in St. Tiernan's. We, as the adult community strive to create a healthy and respectful atmosphere for our students, through their experience of the life lived here. Students are encouraged to behave in a manner that supports their learning and development. School management and teachers consistently implement strategies to promote positive behaviour and mutually respectful relationships for the whole-school community. The following strategies are used to promote positive behaviour and relationships:

- Students are given responsibility in the school and have been involved in the development of the Code of Behaviour via The Students' Council. The standards of behaviour are clear, fair and widely understood
- We collaborate and engage fully with the relevant support services: National Educational Psychological Service (NEPS), National Council for Special Education (NCSE) and other external agencies.
- At the start of term one each year, as part of our Induction process, each class is brought through the Code of Behaviour and any amendments to it are highlighted. This is done so as to remind students of the content and to take account of the fact that they have been out of our school environment for three months.
- Positive behaviour and relationships, wellbeing and resilience are promoted and developed through the teaching of SPHE, Religious Studies, PE, CSPE and Wellbeing is promoted through cross curricular links.
- A comprehensive pastoral and Student Support Team adopt an open, collaborative and consultative approach to the behaviour of individual students.
- Students are taught the skills and knowledge to behave well, through interaction with teachers, staff and fellow students.
- Positive behaviour is reinforced through restorative practice, praise, encouragement, feedback and mutually respectful relationships.
- Sanctions and rewards are based on the effort of each individual student.
- The annual elections of the Student Council and Prefects encourage responsibility and positive relationships between staff and students.

- Members of the St. Tiernan's Ember team support the transition of incoming first years into the school community. This promotes positive relationships among students.
- Annual award ceremonies are held to acknowledge students that have shown positive behaviour and contributions to the school community.
- The school website and school magazine *Tiernan Tribune* are used to acknowledge and affirm positive contributions and achievements.
- A student may be instructed to carry and complete a Behaviour Report Card if there is a need for improvement in their behaviour. The student is given their card each morning. It is the responsibility of the student to ask teachers to fill in the categories on their card regarding their behaviour and progress and have the card signed by the Year Head at the end of the day. The card is then signed by parents/guardians. This promotes responsibility and self-motivated behavioural improvement.
- Parents/guardians can access the Code of Behaviour from the school website or request a copy. All Parents/Guardians agree to accept school rules, policies and procedures annually. This promotes compliance with the high behavioural standards expected in the school.
- Teachers provide constructive comments to parents/guardians about each student's behaviour in regular reports. Written communication in a student's journal and annual Parent/Teacher meetings allow for constructive communication regarding behaviour. If there is a particular behavioural concern, appropriate contact will be made.
- St. Tiernan's endeavours to balance warmth and empathy with objectivity, professionalism, fairness and consistency. The high quality of behavioural standards and relationships is evaluated and reviewed regularly.

Behaviour for Learning

- The Behaviour for Learning Programme aims to explore ways in which an individual teacher, allocated with 22 hours per week, can develop a school 'Behaviour for Learning Programme' specifically targeted at students in need of intensive individualised intervention (NBSS Level 3).

- Additionally, the Behaviour for Learning Programme teacher facilitates the planning, implementation and evaluation of effective responses to challenging behaviour at small group/class and/or year group level i.e. Level 2: targeted support for some students.
- The teacher works with identified students, individually or in small groups on Behaviour for Learning Programmes that are designed to meet their social, emotional, wellbeing and behavioural and academic needs, so they can achieve and succeed in school.

Rewards

St.Tiernan's Community School encourages and acknowledges excellence in every area of school life through weekly school assemblies.

A subcommittee of the Strategy Team is currently working on a rewards system which incorporates 'Houses' and each House will have a tutor group from each of the year groups. They are hoping to make it user friendly and positive for students and staff.

All teaching staff recognises the importance of praise, encouragement and rewards in maintaining a positive learning environment. The following are the rewards, which are in operation in St. Tiernan's at present.

- Praise/compliments for good behaviour, initiative, courtesy, neat appearance, etc.
- Praise for progress as well as achievement.
- Affirmation of pupils' self-esteem and self-worth.
- Communications to the home in the form of letters (commendations / certificates) from year-head.
- Year group assemblies for academic achievement and progress four times annually.
- Monthly commendations from subject teachers for classroom effort / behaviour.
- Prizes from teachers/year heads.
- Outings/trips/activities where appropriate.

A Student Awards Evening takes place at the end of the school year. Awards are presented to students who have contributed to the life of the school through their efforts, talents, co-operation and personal qualities.

Awards are presented for:

- Academic Excellence
- Leadership
- Good Citizenship
- Class Contribution
- Valedictorian Award
- Sports Awards
- FCJ Companionship Award
- Gus van Dyke European Award
- Best Junior Certificate Results
- Best Leaving Certificate Results
- Best Leaving Certificate Applied Results
- Gaeilgeoir na Bliana
- Outstanding Art Students
- LCA Work Experience Award
- Music Awards

Other Awards include:

- Biennial Academic Certificates for individual subjects following Christmas and Summer house exams
- Attendance Certificates

RESTORATIVE APPROACHES

Restorative Informal discussion – informal chat using restorative questions. This does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process. This can be used as a C2 approach under consequences.

Impromptu Conference – informal conference that might not include formal preparation, but should/may include a contract and a follow up. Individual member of staff takes initiative and leads process.

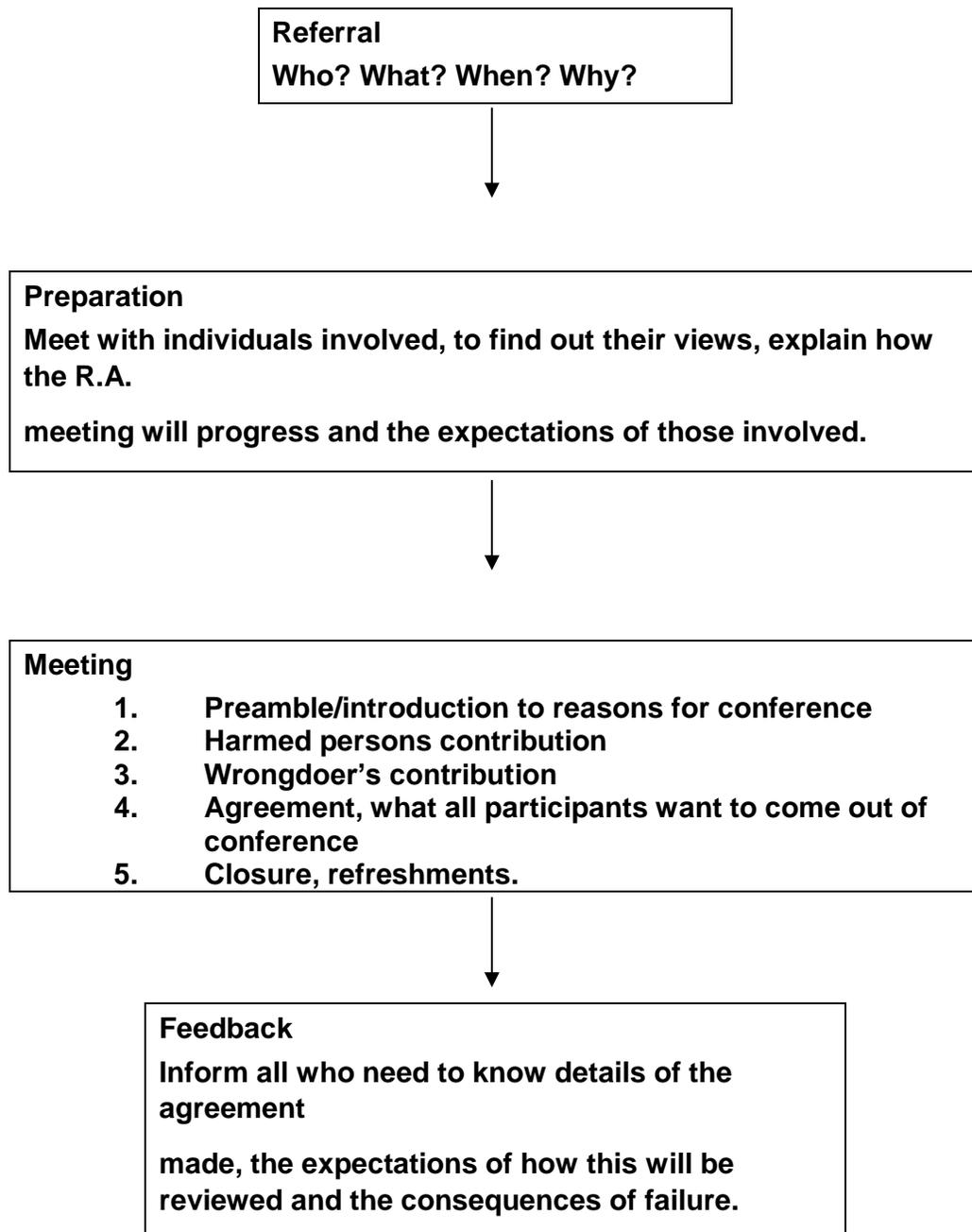
Formal Conference or Parenting Conference – Requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a debrief after the conference and a follow-up session. Referral for support can be made to the pastoral team for the students concerned.

The main features of a Restorative Practice Conference include:

- They actively seek ways of repairing harm or injustice.
- They help create dialogue and communication.
- They are fair, open and honest: treating all participants with respect.
- Within a safe environment they allow all participants to engage, learn and gain a shared understanding.
- This should lead to accepting responsibility, reparation, reintegration, restoration and behavioural change.
- They offer a structured intervention by trained neutral members of staff to help participants to understand each other, find resolutions to issues causing conflict and repair harm. The process always takes place in a safe environment that allows all taking part to engage with the process.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge each other's views.

The Restorative Approach Process:

The process for the more formal conference is prescriptive and requires preparation and organisation if the process is to be successful. The Restorative Approaches Team will require time to organise, chair the meeting and disseminate the outcomes of the conferences.



The agreement may include the use of consequences, such as detentions and in-house suspension. In other circumstances it will be about restoration, resolution, acceptance of other people's views and feelings and an apology.

Unsuccessful conferences or refusal to take part:

Unless **all participants** have agreed to take part in the conference it will not proceed. If during a conference any of those taking part are unable or unwilling to proceed the conference will close and an alternative resolution will be imposed.

If those involved fail to comply with expectations of the agreement alternative solutions may be applied based on the schools discipline policies.

The Consequences of Unacceptable Behaviour

A C1 warning is expected to be sufficient to correct inappropriate behaviour. However, if this fails to correct the behaviour of a student, the following procedure is followed.

Dependent on the breach of the Code, teachers may skip to Consequence 3 (C3) without meeting C1 and C2.

C1 – Warning from teacher (eg. Verbal or name on the board)

C2 – Restorative Questions, either verbally or in written form (C2 restorative questions sheet)

C3 – Extra work or detention, up to 40 minutes on the same day, written in journal and recorded by **subject teacher** and/or C3 restorative questions sheet. Failure to complete C3 will automatically result in a C4.

C4 – Referral to Year Head

Recorded in Journal. C4 Report to be given to Year Head by teacher. Detention up to 40 minutes, on the same day, with written exercises supervised by Year Head and/or C4 restorative questions sheet. Meeting with student/year head as appropriate. Failure to complete C4 will automatically result in a C5.

C5 – Referral to Deputy Principal

Deputy Principal may detain students up to 40 minutes, on the same day, with written exercises supervised by them and/or C5 restorative questions sheet. They may also refer to the Principal if deemed appropriate. The Principal may then confer with the Board of Management depending on the nature of the breach of the Code of Behaviour. The Deputy may also meet with student/year head as appropriate.

Failure to complete C5 will automatically result in further consequences at the discretion of Senior Management. A student may be referred *immediately* for a C5 if the student has been involved in serious misbehaviour. Serious misbehaviour may result in further detention, internal or external suspension, expulsion and/or referral to the Board of Management.²

Serious misbehaviour includes:

- Defiance
- Bullying
- Fighting
- Verbal abuse
- Damage to school property
- Intimidation
- Aggression
- Persistent refusal to follow instruction
- Misuse of substances
- Possession of items that might be dangerous to others etc.

Procedures for Detention

The school day operates from 08:48 to 15:55 on Monday and Tuesday and Wednesday, Thursday 08:48 to 14:55 and Friday 08:48 to 13:15. Students may leave school at the end of formal class time unless required to remain during the time set aside for Student Programmes in order to complete assigned homework, to make up for time lost due to late coming or to resolve issues in relation to breaches of the Code during the course of the day.

² Procedures for Suspension and Expulsion are explained in more detail at the end of this policy

Students may be kept for a detention for a maximum of 40 minutes on the day that the detention is given.

Contacting Parents:

The school encourages regular contact between teachers and parents. The School Journal is the primary means of communication between school and parents. Teachers should ensure all homework is properly entered and may use the journal to acknowledge students' good work or to draw parents/guardians attention to areas of work where students need to improve. Teachers may also write or phone to highlight high-quality effort or to alert parents/guardians to issues relating to their child's learning or behaviour.

School Policy on Mobile Phones/Devices

Mobile phone/Device users must respect their social obligations at all times in school and abide by St Tiernan's mobile phone/device policy. Unauthorised picture taking or recording is a breach of a person's right to privacy and may only be done with the person's consent. Therefore, recording and picture taking are banned.

Mobile phone/Device use is strictly limited to the instructions given by the teacher and for educational use only. Screens must be visible at all times, by laying them flat, at arm's length and with screens facing upwards when in use. Concealing screens or any attempt to conceal a screen a serious breach of the Code. If a student is asked to reveal a screen, it must be done so immediately and without interference (e.g. pressing the screen/buttons) before showing it to the staff member. Social media, texting and social networking are not permitted on any digital device in the school, including phones.

Students who wish to make contact with home during the school day may do so with the permission of their Year Head. Once a student has been given permission from their Year Head, they can call home from the school landline.

Students are not permitted to contact parents via mobile phone throughout the school day or in detention. Parents/guardians who wish to contact their son/daughter should ring the school office. If parents/guardians wish to allow their child to leave school early, then a note

must be written in the school journal and sent to school with their child that morning. Any further contact required by parents must be done by calling the school office on 01-2953224 from an Irish phone or 00353-1-2953224 from abroad.

Breaches of this rule should be dealt with in the following manner:

1. Confiscation until end of class (Teacher's responsibility)
2. Confiscation until end of day (Teacher's Responsibility)

Often when a mobile phone or other device is confiscated for the day, it is left in the main office with a post-it on it with the date and the student's name and year group, for collection at the end of the day otherwise, it may be kept by the confiscating teacher.

Earphones

Use of earphones are not permitted in school except under the explicit instruction of the teachers. Earphones that are visible (i.e. hanging from pockets/jumpers) shall be confiscated without warning and returned to the student at the end of class or the school day, at the discretion of staff.

Morning Break

Students may not leave the school grounds at 11:00 am break. The school and grounds are supervised at break time.

Main Lunch

Only Leaving Certificate Students Year two are permitted to leave the school grounds subject to being on time and in full uniform. They also have access to a designated common room. The school and grounds are supervised at lunch time. All other students use the Main Hall and designated recreation areas. Students are responsible for maintaining the school in a neat and tidy manner.

Canteen

When students avail of the canteen facilities, they must ensure that they:

- Show respect for fellow students and staff
- Follow staff instructions
- Queue up quietly and calmly and in the correct area
- Wait patiently for their turn in the queue
- Remain seated while socialising in the area
- Clean up spillages they make immediately and inform staff of same
- Do not leave the canteen with hot beverages or food in their hands
- Remain seated while eating, especially hot food
- Leave their table tidy, using the bins provided and push their chair in when finished
- Do not sit at the end of a row of tables as this is a tripping hazard
- Remain calm and do not run, throw things or interfere with another student's possessions
- Fulfill their cleaning duty if rostered for clean-up (second years – wipe down tables, sweep floors, put any remaining rubbish in the bins)

Lockers and Personal Property

Money or other valuables should not be placed in lockers or left in classrooms. Valuables should be kept in the students' possession at all times. Lockers are assigned to students by Year Heads.

Use of Toilets

All toilets are available for student use prior to 8:48 am, at 11:00 am break, at main lunch break, either 1:15 pm or 1:55 pm and after classes finish in the afternoon. Should a student need to use toilet facilities at other times he/she should ask permission from the class teacher and the class teacher on granting permission will write a note in the school journal. The student should report to the office where she/he will be granted access and must sign the toilet book. Only one student per class is permitted to leave the class at any given time for this purpose and the teacher must sign the designated area in the journal to grant permission. Students are encouraged to use toilets at designated times and to be mindful that it is their responsibility to be present and on task in as much of their 60 minute lesson as possible.

Students Leaving School Early:

Permission to leave school early is granted by the Year Head or Deputy Principal upon receipt of a written request from parents. Students are not permitted to leave the building in any other circumstances. A register of 'early leavers' and 'late arrivers' is maintained in the main office for inspection by all subject teachers. Students are responsible for signing the books if they are late or if they leave early. This has major health and safety ramifications so is vitally important for their wellbeing. Not signing the late book could lead to a student being marked as an 'unexplained absence'. Parents and guardians should note that the school is obliged to report to Túsla if their child misses more than 20 days of school.

Students must provide their Year Head with the note for going home at registration time or as soon as they arrive at the school, if late. Notes given midway through the day may not be accepted. On occasion, in exceptional circumstances, notes given midway throughout the day may be accepted but are subject to verification by phone. If such notes are unverifiable by phone, a student may not be granted permission to leave the school.

Smoking, Alcohol and Substance Abuse:

In line with State legislation smoking, alcohol consumption and substance abuse are banned at all times in the school, on the grounds, or in the environs of the school or while in school uniform.

Uniform – Please refer to our School Uniform Policy

Students are expected to be in full school uniform every day and parents are asked to co-operate in this regard. All items of uniform may be purchased directly from the school. Uniform is worn to encourage a sense of community, pride, and identity and it also has the advantage of removing undesirable competition in dress standards. We rely on parents' and students' full co-operation in ensuring that the public image of the school is expressed, in the highest possible standard, in the way pupils dress and behave as they travel between the school and home.

The uniform consists of:

Boys

School jacket (No other type of jacket is permitted)

School jumper (turquoise/navy depending on junior or senior cycle)

Blue shirt

Navy trousers

Navy or black socks

Black shoes only (no boots, nor white permitted on soles, brand names etc.)

Girls

School Jacket (No other type of jacket is permitted)

School jumper (turquoise/navy depending on junior or senior cycle)

Cream blouse with School skirt and/or Navy trousers

Navy or black socks/tights (leggings are not permitted under skirts)

Black shoes only (no boots, nor white permitted on soles, brand names etc.)

Internet Access and Online Privacy

Internet access is available to pupils. The school is pleased to offer this tool as an available resource to both pupils and teachers for reference purposes and for researching project materials. Pupils can enjoy access to thousands of libraries and databases in every subject. Electronic information research skills are now fundamental to preparation for living and working in the coming Information Age, however, circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of the Code of Behaviour and may result in disciplinary action. As part of such disciplinary action the Board of Management reserves the right to suspend or expel a student or students where it considers the actions to warrant such sanctions.

Sexting

Sexting is the sharing of sexual text, video, and photographic content using mobile phones, apps, social networking services and other internet technologies. The sharing of explicit text, images and/or video, is an unacceptable and absolutely prohibited behaviour and will have serious consequences and sanctions for those involved in accordance with the school's Code of Behaviour.

Please note that:

- All incidents involving creating, storing, or sharing of explicit text, images and/or video of children under the age of 17 years will be reported as an incident to the Gardaí and Túsla and the State Claims Agency (to the latter as there is the potential to cause injury/harm to the individual).
- Sharing of explicit text, images and/or videos of pupils in the school will incur serious sanctions including suspension and up to expulsion as determined by the Board of Management.

St. Tiernan's Community School Suspension Policy

In St. Tiernan's Community School, all students have the right to develop their potential in a safe and caring environment. Our Code of Behaviour sets out the expectations of student behaviour. All students and staff have the right to be treated with respect.

In the event of unacceptable behaviour, it will be in the best interests of the school community that a student be removed from classes or the school for a period of time. Suspension may be considered in the following circumstances:

- Repeated incidents of indiscipline in spite of warnings and counselling by staff.
- Failure to recognise and submit to legitimate authority.
- Behaviour which is considered to interfere with the constitutional right of other students to an education.
- Particularly serious incidents which endanger the health, safety and welfare of others.
- Abusive/violent language to other students or Staff
- Damage to school property.
- Stealing from other students or staff of the school.
- Behaviour inside or outside of school, which brings the school into disrepute..

The following steps are taken as part of the suspension policy.

Suspension of up to five Days

- Decision made by Principal.
- Deputy Principal informed.
- Yearhead informed.
- Parents informed.
- Tutor and other Staff informed.
- Possible appeal to Board of Management.

Suspension of more than Five Days

- Decision made by Board of Management.
- Principal informed.
- Deputy Principal/Yearhead informed.
- Parents contacted.
- NEWB Welfare Officer informed.
- Tutor and other Staff informed.
- Possible appeal to Board of Management.

Prior to Suspension

The Principal/Deputy Principal will:

- Ensure that the student is given the opportunity to give their account of the event/incident.
- Ensure that other discipline options under the Code of Behaviour including in-house suspension have been applied where appropriate and written documentation signed and dated.
- Ensure that appropriate support personnel, internal and external have been involved.

Procedure for Suspension

- The Principal makes a decision on the basis of the reasons set out in the Code of Behaviour.
- The student is informed of the reasons which give rise to the suspension.
- Parents/Guardians are informed by phone, with written follow up, and are invited to come to the school for a meeting.
- Students under sixteen years of age will never be sent home during a school day, unless collected by a parent/guardian or by agreement with a parent/guardian. Otherwise, the student will be supervised until the suspension takes effect.
- If a student is suspended for a cumulative total of twenty days or more in one school year, the Principal must inform the Education Welfare Officer.

The formal letter of notification will include:

1. Notice of the suspension.
2. Effective date of the suspension.
3. Duration of the suspension.
4. Reasons for the suspension.
5. Expectations of the student while on suspension (Study Programme may be attached).
6. Necessity for parental assistance in resolving the matter through a post suspension meeting between student, parents/guardians and Year head/Deputy Principal. /Principal.
7. A statement that the student is under the care and responsibility of the parent/guardian while on suspension and must stay away from the school and its environs during the period of suspension.
8. A statement that the Education Welfare Officer has been informed (if the suspension is longer than six days or the student has been suspended for more than twenty days during the school year to date).
9. Information on Appeal rights (internal school appeal/Section 29 Appeal).
10. Where relevant, the requirements which need to be in place when student returns (e.g. written apology, completed assignments, etc).
11. If expulsion is being considered, then the letter must make this clear.

Procedures for the formal re-introduction of the students into the school.

- 1 Parents/guardians shall be requested to attend with the student on the day of their return to school.
- 2 Undertakings of good behaviour shall be requested in writing from the student, signed by parents/guardians.
- 3 Agreed conditions (e.g. counselling, referral to NEPS, other pastoral supports) shall be signed by parent/guardian and student.

Grounds for Lifting a Suspension

- During a meeting with the parents/guardians, the Principal may agree that another sanction be applied.
- Successful appeal to the Board of Management.
- New circumstances come to light.

St. Tiernan's Community School Expulsion Policy

This is the ultimate sanction imposed by the school and is exercised by the Board of Management in extreme cases of indiscipline.

In advance of any hearing, which could result in an expulsion, the school will investigate the matter in accordance with the Principles of Natural Justice (see Appendix 4).

Expulsion may be considered in the following circumstances:

- Repeated incidents of indiscipline in spite of warnings and counselling by staff.
- Failure to recognise and submit to legitimate authority.
- Behaviour which is considered to interfere with the constitutional right of other students to an education.
- Particularly serious incidents which endanger the safety and welfare of others.
- Damage to school property.
- Stealing from other students or staff of the school.
- Behaviour inside or outside of school, which brings the school into disrepute.

In exceptional circumstances the Board of Management having followed due processes and fair procedures, may form the opinion that a student should be expelled for a first offence. This situation may arise should the student be found to have:

- Threatened/Engaged violence against another student or member of Staff.
- Failed to recognise and submit to legitimate authority.
- Been in possession of, under the influence of or supplying illegal substances.
- Engaged in harmful sexual behaviour.

The above list is not exhaustive.

Prior to Expulsion:

The Principal will:

- Ensure all discipline options under the Code of Behaviour have been applied and documented.
- Ensure all appropriate support personnel have been involved.
- Ensure that discussion has occurred with the student and parent/guardian regarding misbehaviour which the school considers unacceptable and which may lead to expulsion.
- Provide formal verbal and written warnings at appropriate times detailing these behaviours, as well as clear expectations of what is required of the student in the future.
- Record all interventions.
- Record all action taken.
- Copy all correspondence.
- Inform the Board of Management.

Procedure in respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion from the school, the procedural steps should include:

- A detailed investigation carried out under the direction of the Principal. The parents/guardians are invited to the Board of Management hearing and are invited to make a written submission in advance of the Board Meeting if they so wish.
- The Principal will provide parents/guardians with a full, written description of the allegations against the student and the case being made at the Board meeting, together with copies of all documentation, statements, etc. supporting that case.
- A recommendation to the Board of Management by the Principal of the intention to expel.
- Consideration by the Board of Management of the Principal's recommendation and the Parents/Guardians response at the Board of Management meeting.
- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Educational Welfare Officer.
- Confirmation of the decision to expel.

The Board of Management will:

- Hear the Principal's case against the student (this case should be made in the presence of the parents/guardians).
- Hear the parent's/guardians response.
- Ensure that the parents/guardians and Principal are not present for the Board's discussion and decision on the matter.
- Examine all the documentation.
- Consider the student's record in the school.
- Discuss the case in detail.
- Make a decision.
- Communicate the decision to the parents/guardians formally through the Secretary of the Board (registered letter).

The Board of Management will inform the parents/guardians in writing of its intention to expel. The formal letter of notification will include:

- Notice of the intention to expel.
- Effective date.
- Reasons for decision.
- A statement that the Education Welfare Officer has been informed.
- A statement explaining that the student is under the care and responsibility of the parents/guardians for a period of twenty days cumulative in any one school year, required by the Education Welfare Officer to examine alternative provisions for the education of the student.
- Information and documents on Appeal rights.

Appeals Procedure:

- The parents/guardians, or a student over 18 years of age, may appeal a decision to expel to the secretary General of the Department of Education and Skills Education Act 1998 section 29. An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

APPENDICES.

St. Tiernan's Community School Appendix 4: Principles of Natural Justice.

St. Tiernan's Community School Appendix 5: Online privacy and code of behaviour

The Plan for reviewing the Code

The Principal, Code of Behaviour Strategy Team and staff in partnership with the Board of Management, Students' Council and Parents' Council, will review the Code of Behaviour regularly through collaboration and evaluation. An established awareness of the good practice set out in the NEWB Guidelines will allow for the ongoing discussion and reflection necessary for an effective Code of Behaviour.

The Code of Behaviour will be updated in accordance with emerging developments in the school or relevant legislation. Self evaluation of the Code will take place in order to recognise aspects in need of review. The Board of Management, together with the Principal, will prioritise these areas. Collaborative action plans will be devised and implemented within a specified timeframe.

Details of who to contact about Code of Behaviour

- Principal
- Code of Behaviour Strategy Team Leader
- Deputy Principal
- Year Head
- Home School Liaison Officer
- Attendance Secretary
- School Completion Co-Ordinator
- Career Guidance
- Chaplain

Date the code was approved by the Board of Management and Patron

Formal Adoption of the Code of Behaviour by the Board of Management of St.Tiernan's Community School

Signed: _____

Date: _____

Chairperson of the Board of Management

St.Tiernan's Community School