

Avondale Community College

Behaviour Management Policy



Mission Statement:

"Learning to Grow through Respect and Trust"

1. Introduction:

This policy was drawn up in consultation with all the school partners, including KWETB, Board of Management, staff, parents/guardians and students and is compliant with statutory requirements and the policies of KWETB.

2. Scope:

This policy applies to the students attending Avondale Community College and relates to all school activities during and outside normal school hours. The policy supports the creation of a positive, safe and secure working and learning environment for all members of the school community through the promotion of positive, respectful behaviour in all aspects of school life.

3. Relationship to School's Mission, Vision and Aims:

3.1 Avondale Community College aims to provide an excellent education for all students in an inclusive, caring and supportive environment.

3.2 This policy has been developed in line with the mission statement of our school "Learning to grow through respect and trust".

3.3 The college is committed to promoting the values of respect, concern and consideration for all. Everyone in our school community has a responsibility to treat others with respect and courtesy. We encourage positive contributions from all in the school community. We aim to provide an education appropriate to each student's intellectual, physical, personal, social, moral and spiritual needs in a changing world.

- 3.4 We endeavour to help students to attain the knowledge and skills necessary to become lifelong learners and responsible citizens, who strive to reach their full potential.

4. Rationale:

The purpose of this policy is to promote a healthy school culture where students mature and reach their potential in a positive learning environment. We believe that everyone has the right to be treated with dignity and respect. With this in mind we have built a strong pastoral care system which supports a respectful atmosphere throughout the school.

Through restorative practice and a behaviour ladder of referral which promotes accountability, reflection and support, every effort is made to develop a spirit of partnership and co-operation with the objective of bringing about positive changes in student behaviour and performance.

5. Goals/Objectives:

The following over-arching goal/ objectives have informed the development of this policy:

- 5.1 To create a safe, secure learning environment for all students by promoting a sense of mutual respect amongst all members of the school community.
- 5.2 To outline ways in which positive behaviour is encouraged and acknowledged.
- 5.3 To allow for the appropriate involvement of all school personnel in promoting positive behaviour.
- 5.4 To ensure that all partners understand the rationale behind the Behaviour Management Policy.
- 5.5 To have effective procedures in place which will facilitate the day-to-day running of the school and which meet the demands of current legislation.
- 5.6 To outline the strategies to be used to prevent poor behaviour.
- 5.7 To outline the structure of fair, consistent and agreed sanctions that will be used in response to negative behaviour.

6. Legislation and Existing Policy Documents.

- 6.1 This policy follows recommendations set in the relevant Guidelines issued by the National Educational Welfare Board (Developing a Code of Behaviour: Guidelines for Schools, 2008). It was devised in consultation with the teaching staff in our school and was submitted to the

Board of Management for ratification. It will be reviewed as part of the School Development Planning Process.

6.2 The following was adhered to in the creation of our Behaviour Management Policy:

- NEWB Developing a Code of Behaviour Guidelines for Schools 2008
- Article 42 of the Irish Constitution
- United Nations Convention on the Rights of the Student
- Education Act 1988
- Education (Welfare) Act 2000
- Equal Status Act 2000
- Child Protection Procedures
- Health and Safety Act 2005
- EPSEN Act 2004

7. Roles and Responsibilities:

Our school acknowledges the contribution and responsibility of all members of the school community in promoting positive behaviour and in dealing with and minimising negative behaviour.

7.1 The Role of Students:

The school community expects that students will at all times do their best to uphold the Behaviour Management Policy of the school. Students are expected to treat other people with respect, dignity and kindness, both in-person and online.

7.2 The Role of Parents & Guardians:

Parents /Guardians play a crucial role in shaping attitudes in their children which produce good behaviour in school. By enrolling their children in the school, parents/ guardians indicate an agreement with and support for the aims, ethos and characteristic spirit of the school's Behaviour Management Policy. The school expects cooperation in supporting and upholding this policy and all school policies.

7.3 The Role of Staff:

7.3.1 The school acknowledges the role of all school staff in the development and operation of the Behaviour Management Policy. The school recognises that a teacher's main focus is in the area of teaching and learning. Each teacher has responsibility for positive behaviour management within his/her own class.

7.3.2 The school, and every teacher, should ensure that, in applying any sanction, the duty of care to the student is maintained. The teacher's duty of care is a professional duty of care, reflecting the teacher's training, skill and knowledge. Appropriate arrangements must also be made to ensure that Child Protection Guidelines are observed.

7.3.4 All staff members have a part to play in the successful operation of the Behaviour Management Policy. Subject Teachers/Class Tutors/Guidance Counsellor, the Deputy Principal and the Principal all have specific roles to play in upholding the policy. In particular, each staff member has a responsibility to encourage positive behaviour and to report incidents of misbehaviour.

7.4 The Role of the Board of Management:

The role of the Board of Management is to ensure that a Behaviour Management Policy is drawn up in consultation with the parents/guardians, staff and students. The Behaviour Management Policy must be approved by the Board of Management before becoming official school policy.

While the Principal has responsibility for the day to day running of the school, the Board of Management is the body to whom appeals can be made in cases of suspension and expulsion.

8 Underlying Principles of Avondale Community College Behaviour Management Policy:

8.1 The following principles and values have informed the ethical basis of this policy:

- The care, safety and welfare of students and staff.
- Good relationships and co-operation among all the educational partners.
- Personal responsibility.
- The fair treatment of all.
- The creation of a climate where learning can flourish.
- The protection of the basic rights of safety, learning and respect, at all times upholding the principals of natural justice.
- The provision of boundaries in which students can feel successful and achieve.
- The use of restorative practice to guide our approach to behaviour management.

8.2 The Board of Management will ensure that the Behaviour Management Policy specifies the following:

- The standard of behaviour to be observed by students.
- The measures to be taken when the student fails/refuses to observe the standard.
- The procedure that must be followed before a student is suspended/expelled.
- The grounds for removing a suspension.

- The procedures to be followed relating to notification of a student's absence from school.

9 Appeals:

Parents/guardians and students may appeal to the Board of Management in cases of suspension or expulsion.

10 Anti- Bullying:

In accordance with the requirements of the Education (Welfare) Act 2000, and 3.1NEWB guidelines, the Board of Management of Avondale Community College have adopted an Anti- Bullying Policy which aligns with the principles and framework of the Behaviour Management Policy. This policy is compliant with the requirements of the *Bí Cineálta Procedures to Prevent and Address Bullying behaviour for Primary and Post-Primary Schools (2024)*.

11 Positive Reinforcement:

11.1 Positive reinforcement strategies are used by staff to encourage and promote positive behaviour amongst our students. This serves to create an awareness amongst students of their individual strengths and talents, enabling them to build on these. When positive behaviour is recognised and celebrated, the likelihood that this behaviour will be repeated and/ or replicated is greatly enhanced.

11.2 In our school teachers may use the following strategies to recognise and promote positive behaviour:

- Verbal praise.
- Positive notes of affirmation in the school journal.
- End of year awards ceremony- subject, class & year group rewards.
- Leadership roles given to students, e.g. team leader for special project or class representative, membership of the Students' Council, Buddy and Senior Prefect roles.
- Positive reward trips.
- Positive feedback via termly reports.
- Positive feedback at parent/teacher/student meeting.
- Positive phonecall home to parents/guardians.
- Year head recognition of positive behaviour/ achievement at weekly assembly.
- Acknowledgement of achievement through school communications media & KWETB website.
- Display of students' work around the school.

12. School Rules:

12.1.1 School rules apply in situations where students are wearing the school uniform, representing the school or when they are engaged in any school activity. Rules are there to safeguard students' right to learn and teachers' right to teach in a caring, safe and respectful environment and to support the wellbeing of all members of the school community.

12.1.2 Students of Avondale Community College are expected to comply with the following school rules which are underpinned by the school's mission statement; "Learning to Grow through Respect and Trust":

1. Students come to school every day and arrive safely and on time.
2. Students comply with the Avondale Community College Uniform Policy.
3. Students have their school journal with them in school every day and fill it in as required by teachers.
4. Students respect people and property and report any accidental damage that they may cause.
5. Students participate to the best of their ability in their classwork and homework.
6. Students come to school prepared for their subjects.
7. Students behave in an appropriate and respectful manner around the school.
8. Students comply with the school policy on mobile phones, other digital devices and internet usage.
9. Students comply with the Avondale Community College Substance Misuse Policy.
10. Students respect the school policy on fostering health.
11. **Students will not engage in any form of bullying behaviour.**

13. School Rules Explained:

13.1 Rule 1: Students come to school every day and arrive safely and on time:

Punctuality and attendance is key if students are to achieve their full potential in school. Poor punctuality impacts on the teaching and learning environment, consequentially affecting the quality of the classroom experience of teachers and students alike. The health and safety of students is of paramount importance at all times, both in school and whilst journeying to and from school. The following behaviours outline the expectations of the school in relation to this rule:

13.1.1 Students should attend school every day unless it is absolutely unavoidable.

13.1.2 Students should exercise due care while coming to and going from school.

13.1.3 Students who drive motorcycles or cars to school should park their vehicle outside the school grounds as parking in the grounds is restricted because of additional temporary accommodation. Vehicles should only be accessed during the course of the school day with the principal's permission. Students should not provide lifts for other students at any point during the school day and should seek parental permission of those involved at all other times.

13.1.4 Students should arrive to school at least five minutes before morning tutorial classes begin to allow enough time to access lockers and arrive on time for morning tutorial.

13.1.5 When students are absent from school, parents should submit an absence note via the school app or alternatively an absence note should be provided (available in student journal) on return to school and presented to Class Tutor.

13.1.6 When students are late, they must sign in at the attendance office before going to class.

13.1.7 Students should proceed to all classes without delay and arrive on time.

13.1.8 Students who become ill during the school day should report to the Year Head who will take appropriate action. In the absence of the Year Head students should report to the Deputy Principal. When necessary, the Year Head/DP will phone home to arrange the collection of the student. Students are not permitted to contact parents directly on their mobile phone. Where there is evidence that students have directly contacted parents, this will be addressed under the school mobile phone policy.

13.1.9 Where possible, medical and dental appointments should be made outside of school hours.

13.1.10 Students leaving the school during the school day, for any reason, must present a signed note from parent/ guardian to the Year Head before registration. The Year Head must sign the note to grant the student permission to leave. The student should then present the note to the class tutor who will alert relevant staff in relation to the early departure. Students must be signed out by a parent/guardian at the Attendance Officer's office or the main office if Attendance Officer is not in situ. In exceptional circumstances, and when previously approved by school management, parents/guardians may nominate another responsible adult to collect a student.

Toilets and Lockers:

13.1.11 Students are permitted to access lockers before morning tutorial, during morning break, at lunchtime and after school. Students are not permitted to access lockers in between or during classes as this leads to punctuality and class disruption issues.

13.1.12 Students have access to their assigned locker only and must not attempt to access or interfere with another student's locker.

13.1.13 Students are responsible for ensuring that the contents of their locker is kept safe and secure by keeping the locker correctly locked at all times when not in use.

13.1.14 Any damage or attempt to damage school lockers will be treated as a serious breach of school rules and will be dealt with accordingly.

13.1.15 Students are expected to use designated toilets only.

13.1.16 Students are encouraged to use toilets before morning tutorial, during morning break, at lunchtime and after school so as to limit the impact on teaching and learning and to minimise class disruption.

13.1.17 Students who wish to access toilets during class time may do so with the teacher's permission, which must be recorded in the journal. Students must bring the journal with them when using toilets during class time. Students who are found to be without the journal may be sent back to class to get it.

13.1.18 Students are not permitted to use toilets in between classes.

13.1.19 Students must respect the personal space of others when using school bathrooms.

13.1.20 Any damage or vandalism to toilets/ bathrooms will be treated as a serious breach of the school's Behaviour Management Policy and will be dealt with accordingly.

13.2 Rule 2: Students must comply with the Avondale Community College Uniform Policy:

The school uniform is a fundamental part of the identity of Avondale Community College and as such, it should be worn with respect and pride.

13.2.1 Students must wear the full school uniform as described in the Avondale Community College Uniform Policy at all times except when otherwise directed by the school.

13.2.2 The uniform policy is available on the school website (www.avondalecc.net).

13.3 Rule 3: Students must have the school journal with them in school every day.

The school journal is a very important communication and organisational tool which greatly supports students in the day to day participation in school life, while providing parents with an ongoing overview of student progress. The following behaviours outline the expectations of the school in relation to this rule:

13.3.1 It is the student's responsibility to bring the journal to school each day.

13.3.2 All homework, written and otherwise, should be recorded in the journal daily.

13.3.3 Parents should check the student journal daily and sign weekly on the day indicated by the class Tutor at the beginning of the year.

13.3.4 Students who are out of class (eg. using bathroom on an errand), must have the journal with them with the "Out of Class" section completed by the relevant teacher. Students out of class without the journal may be asked to return to class.

13.3.5 Students should ensure that the journal is on their desk during class.

13.3.6 Notes from parents/guardians to school may be written in the journal.

13.3.7 Notes from school to parents may be written in the journal, including the use of specific behaviour codes as detailed weekly in journal.

13.3.8 The journal should be kept neat and graffiti free.

13.3.9 The Minor Incident Report (MIR) may be used to monitor/address ongoing journal- related indiscretions.

13.3.10 Lost/misplaced journals will need to be replaced at a cost of €10.

13.4 Rule 4: Students respect people and property and report any accidental damage that they may cause.

Respect is one of the core values espoused in our Mission Statement. The promotion of a culture of respect in our school equips our students with values which will serve them well throughout their second level journey and in life in general. By respecting the property of others and the school, we ensure that everyone can benefit from a safe, pleasant and clean environment. The following behaviours outline the expectations of the school in relation to this rule:

13.4.1 Students are expected to behave in a respectful manner at all times in their interactions with all members of the school community.

13.4.2 The use of foul or abusive language towards any member of the school community is unacceptable and will not be tolerated.

13.4.3 Students are expected to adhere to the Avondale Community College Anti- Bullying Policy.

13.4.4 Students are expected to respect school property and that of other members of the school community. Littering, vandalism and graffiti of school property will be treated as a serious matter, and may require financial compensation to address the damage.

13.4.5 Students should report incidents of accidental damage to a member of staff.

13.5 Rule 5: Students participate to the best of their ability in their classwork and homework

Our aim is to ensure that all students achieve their full potential in school and in life. This requires a commitment from students to their work in order to achieve this goal. The following behaviours outline the expectations of the school in relation to this rule:

13.5.1 Students should engage and participate in class to the best of their ability.

13.5.2 Students should not engage in behaviours which impact the teaching and learning of the class adversely.

13.5.3 All homework should be completed to the best of each student's ability. Where there is difficulty in completion of homework, parents should provide details of this in the journal.

13.5.4 All homework should be recorded daily in the student journal.

13.5.5 Journals should be signed by a parent/guardian. Class tutors will inform the class group which day the journal should be signed.

13.5.6 Students may only leave classroom with written permission in the "Out of Class" page in the journal from the teacher.

13.5.7 Students who are absent from class with another teacher should get a note from that teacher and give it to the timetabled class teacher.

13.5.8 Students should keep classrooms neat and tidy and follow the daily routines set to facilitate this (eg. rubbish in bin, chairs tucked in etc.)

13.5.9 Students may consume still, unflavoured water during class time. Students are not permitted to consume any other food/drink during class time.

13.6 Rule 6: Students come to school prepared for their subjects.

Organisation is a key life skill which enhances students' ability to get the most out of the school day and reduces conflict. The following behaviours outline the expectations of the school in relation to this rule:

13.6.1 Students are required to have the pens, books, copies and other materials needed for each class.

13.6.2 Students must present for PE in suitable, appropriate clothing and footwear as outlined in the Avondale Community College Uniform Policy.

13.7 Rule 7: Students behave in an appropriate and respectful manner around the school.

Schools are busy and sometimes crowded places and it is important that students comply with practices and guidelines which allow all members of the school community to go about their daily routines in a safe and effective manner. The following behaviours outline the expectations of the school in relation to this rule:

13.7.1 Students should proceed quickly and quietly to each class.

13.7.2 Students should wait quietly for the teacher while lining up outside the classroom.

13.7.3 Students are not permitted to use bathrooms or lockers in between classes.

13.7.4 Students should take small break and lunch break in the manner and areas specified and follow the instructions of the staff member and prefects on duty.

13.8 Rule 8: Students comply with the school policy on mobile phones, other digital devices and internet usage.

Digital media is a prevalent force in the modern world and has the potential to greatly enhance the lives of users in many ways. It can also potentially be a harmful influence, particularly in the lives of young people, therefore Avondale Community College takes its responsibility to minimise the potential risks of digital media usage very seriously. The following behaviours outline the expectations of the school in relation to this rule:

13.8.1 Students must comply with the school Mobile Phone and Acceptable Usage policy, available to view on the school website (www.avondalecc.net).

13.9 Rule 9: 9 Students comply with the Avondale Community College Substance Misuse Policy.

Avondale Community College considers that substance misuse, possession or supply on school premises or by students who are coming to school/returning home from school and while they are identifiable with the school or on school related activities are very serious infringements of Avondale Community College regulations as set out in its Behaviour Management Policy.

13.9.10 Students respect the school policy on fostering health.

The health and wellbeing of our students is considered to be of paramount importance, not least because it is a prerequisite for the learning process to occur. The following behaviours outline the expectations of the school in relation to this rule:

13.9.1 The following consumable foodstuffs/drinks are not permitted in Avondale Community College:

- Chewing gum
- High energy/ caffeinated /fizzy soft drinks

13.9.2 Smoking & vaping is forbidden in school, going to or from school, when representing the school or when engaged in any school activity. The following behaviours associated with vaping are considered a serious breach of school rules and will result in suspension:

- Multiple occupancy of toilet cubicles (more than one person in a cubicle)
- Loitering in a social capacity in bathroom areas for prolonged periods

13.9.3 The possession, selling of or use of alcohol, cigarettes, vapes, drugs, associated paraphernalia or other banned substances is strictly forbidden while in uniform, on school grounds or when representing the school. Presenting while under the influence of banned substances or alcohol while in uniform, on school grounds or when representing the school is strictly forbidden. Any abuse of this rule will be considered a serious breach of school rules. Students found under the influence of, in possession of, or engaged in the supply of illegal substances may be expelled including on the first offence.

13.9.11 Students will not engage in any form of bullying behaviour

Avondale Community College has adopted the Bí Cineálta Policy to Prevent and Address Bullying Behaviour. This policy fully complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024. It reflects our school's commitment to fostering a safe, inclusive, and respectful environment for all members of our school community.

Avondale Community College recognises the very serious nature of bullying and the negative

impact it can have on the lives of pupils. At Avondale Community College, we believe that all members of the school community have a shared responsibility to care for one another and provide a supportive and safe environment, free from the fear or reality of being bullied.

This policy applies to all students enrolled in Avondale Community College. The school reserves the right to apply its Bí Cineálta policy in respect of bullying behaviour that occurs at a location, activity, function or program that is not school-related, if in the opinion of the Principal and/or the Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim at the school and/or has materially or substantially disrupted the education process or the orderly operation of the school.

This policy applies in the following contexts:

- In class
- Between classes
- On the school premises
- On the way to and from school
- On any school related activity
- Online

The Avondale Community College Bí Cineálta Policy to Prevent and Address Bullying Behaviour is available to view in full on our school website ([www.avondale cc.net](http://www.avondalecc.net)).

14 Strategies Used to Implement the Behaviour Management Policy:

14.1 The approach taken to the implementation of the Behaviour Management Policy is aligned closely with our Mission Statement, which espouses a belief in the capacity of our students to grow and learn within a trusting and respectful environment. This underpins our approach to behaviour management and the strategies and systems employed in the implementation of same. Our approach embraces the reality that young people can and do make mistakes, and that, through the provision of opportunity for dialogue, reflection and support, students can learn from these mistakes and make better choices as a result. The success of this approach is greatly enhanced by partnership with parents and external agencies when necessary. The approach seeks to achieve a balance between support and sanction to promote the behavioural and holistic growth and development of students in our care.

14.2 The following strategies are used to support the implementation of the Behaviour Management Policy; however, this list is not exhaustive:

- Effective systems of communication between school and parents/guardians.

- Targeted intervention on whole school, group or individual basis.
- Restorative practice to facilitate dialogue and reflection to support behavioural improvement.
- Early identification of 'at risk' students regarding behaviour through effective communication between Year Heads, tutors & subject teachers which inform weekly Year Head/ Deputy Principal meetings.
- Establishment of close links with the homes of 'at risk' students, facilitated by the Home School Liaison Officer.
- The provision of school- based counselling, facilitated by external counsellor, resident guidance counsellors and School Completion Officer.
- Targeted intervention by School Completion Officer on individual and small group level.
- Partnership with other schools and external agencies involved in youth work.
- The development and facilitation of programmes designed to encourage positive behaviour and personal responsibility in students.
- Regular staff meetings in which current strategies are evaluated and reviewed.
- School Attendance Officer and Attendance Mentoring to address attendance and punctuality issues.
- Standardised behaviour modification systems to ensure fairness and consistency of approach (Minor Incident Report & Serious Incident Report).
- Verbal correction.
- Temporary separation from peers, friends and others.
- Loss of privileges.
- Detention during breaks or outside school hours.
- Suspension.
- Expulsion.
- Other strategies appropriate to context.

15 Sanctions

15.1 Suitable sanctions will be imposed to suit the particular needs and circumstance of the case.

15.2 Students are made aware of the expectations under the school's behaviour management policy.

15.3 The school will endeavour that the rules of natural justice apply in the context of dealing with student misbehaviour.

15.4 Where students are detained outside of school hours, parents/guardians will be informed in

advance of said detention.

15.5 The school reserves the right to take immediate disciplinary action in the interests of health and safety and effective management of the school.

16 The Discipline Referral Ladder

The discipline system and strategies listed above are processed through a ladder of referral in Avondale Community College to ensure that a fair, appropriate and consistent approach is taken when addressing breaches of school rules. The following details the personnel and actions involved at each stage in this process:

Stage 1: Class Teacher/Tutor:

- Verbal warning
- Change assigned seat
- Written note in journal to parent/guardian.
- Subject specific written work
- Teacher detention – issued and supervised by the teacher, once the outcome of the teacher detention is known the teacher forwards the MIR report to the Year Head. A no show at a teacher detention results on the YH placing the student on a DP Detention Wednesday after school.
- Lunchtime Detention (Thursday) as per punctuality sanction 3-lates in the morning.
- Restorative Practice Questions
- Phone call home
- Serious Behaviour Report
- Restitution/manual work, including Litter Duty

Stage 2: Year Head:

- Restorative Practice Conferencing
- Meeting with Parent/Guardian
- Report System– Student Monitoring
- This report system is designed to complement the Discipline Ladder as outlined in Appendix 2. Students are set clear behaviour goals to ensure they know why they are on School Report and once improvement targets are reached the student will be removed from School Report.
- Charge – damage to property

- Exclusion from extra-curricular activities.
- After school detention: Wednesday.

Stage 3: Deputy Principal:

- Restorative Practice Conferencing
- After school detention Wednesday
- Punctuality detention Thursday lunchtime
- Meeting with Parent/ Guardian
- Community Service (applied in consultation with parent/guardian)
- Internal Year Head Suspension from timetabled classes (may apply to all/some classes)
- Suspension
- Re-enrolment/Continuing participation contract
- Student at Risk meeting

Stage 4: Principal:

- Suspension
- Discipline Board
- Student at Risk Meeting
- Recommendation to the Board of Management in cases of extended suspension and/or possible expulsion. Senior Management reserve the right to present all relevant documentation/ contents of student file to the Board for consideration in such instances.
 - Suspension from class/school. (See Appendix 1)
 - Expulsion from school. (See Appendix 2)
 - Student on report summary. (See Appendix 3)

Please note this policy is subject to change at the discretion of management. Notification regarding the Board of Management's annual review of the Behaviour Management Policy.

Board of Management Annual Review	Date 8th of September 2026
Board of Management Next Review	Date September 2027

Appendices:

Appendix 1:

Suspension:

- Students attending the school may be suspended as follows pending investigation and /or discussion with parents/guardians:
 - For serious misbehaviour.
 - For an unacceptable level of repeated misdemeanours.
 - For bullying, insulting, aggressive, threatening or violent behaviour towards others in the school, or when identifiable with the school.
 - For the supply/possession/use of alcohol and/or illegal drugs.
 - For the supply/possession/use of weapons/dangerous materials/substances.
 - For behaviour that may be a danger to self to others, under the terms if the Health and Safety Act 1989.
 - For racist behaviour and/or the supply/possession /use of racist material.
 - For behaviour that is contrary to the terms of the Equal Status Act 2000.
 - For sexual harassment and /or the possession/supply/use of pornographic material.
 - For abusive language/behaviour towards staff.
 - This list is not exhaustive.
- I. The Principal reserves the right to suspend any student for breaches of the Behaviour Management Policy.
- II. Where there are repeated instances of misbehaviour, the parents/guardians shall be requested to attend the school or another suitable location for discussion.
- III. If the parents/guardians and/or the students do not give an undertaking that the student will behave in an acceptable way in the future, the pupil may be suspended for a period to be determined by the Principal. The Board of Management will be consulted and will determine appropriate level of sanction where the recommended period of suspension is for 5 or more consecutive school days.
- IV. Where the aggregate number of days on which a student has been suspended in any school year is 20 or more days the Educational Welfare Officer will be informed.

Appendix 2:

Expulsion

- I. Expulsion will be considered only in the gravest circumstances and only after every reasonable effort at rehabilitation has failed.
- II. When an act of gross misconduct occurs, expulsion may be necessary to protect the safety and rights of others in the school without recourse to the provisions outlined in 1 above. The principles of natural justice and fair procedure continue to apply.
- III. The following procedures will be followed prior to a student being expelled from the school.
 - Where expulsion may be the outcome of a breach of the Behaviour Policy of the school, the Principal, Deputy Principal and/or other appropriate persons may conduct an investigation into any reported misbehaviour or breach of school rules.
 - A student may be suspended pro tempore pending a full hearing of the case, provided this does not interfere with the said student's statutory rights or with the principles of natural justice.
 - During the course of any investigation, all relevant persons shall be interviewed and notes taken of any such interviews.
 - The Principal will write to the parents/guardians of the student concerned (or the student if he/she has reached 18 years) informing them of the allegations and inviting them to the school for discussion.
 - The Principal may call an emergency meeting of the Board of Management and recommend that the student be suspended pending a full hearing, if this is considered to be in the best interest of the student and/or others in the school.
 - The Principal may make a decision to recommend expulsion and will then notify, in writing, the parents/guardians of the student concerned (or the student if they have reached 18 years) and the Educational Welfare officer, where appropriate, of the decision and that this decision is subject to the approval of the Board of Management. Copies of notes taken and statements made in the course of the investigation may be requested by the parents/guardians and/or Educational Welfare officer. Where there may be a breach of confidentiality a summary of notes taken and statements made will be forwarded instead.

- The Principal will notify the parents/guardians of the student concerned (or the student if they have reached 18 years) and the Educational Welfare Officer, where appropriate, of their right to be heard before the Board of Management and of their right to appropriate representation.
 - A meeting of the Board of Management will be convened within 10 working days of this notification as outlined in above.

- iv. The procedures outlined hereunder will be followed in the course of a Board of Management hearing at which it is proposed to expel a student from the school:
 - The principal will present the case on behalf of the school and will propose expulsion.
 - The parents/guardians of the student concerned (or the student if they have reached 18 years), or their representative and/or the Educational Welfare Officer, where appropriate, will be afforded the opportunity to respond.
 - Members of the Board of Management will have the right to question the Principal and/or parents/guardians of the student concerned (or the student if they have reached 18 years) or the Educational Welfare Officer.
 - Each side will be afforded the opportunity to cross examine each other through the chair.
 - Each side will be afforded the opportunity to sum up, by way of final comment.
 - The Principal, the parents/guardians (or the student if they have reached 18 years), the Educational Welfare Officer and their representatives will withdraw to enable the Board to make a decision, but will remain available for clarification purposes if required.
 - In the absence of the Principal, the Board will elect a recording secretary from among their members.
 - The Board may make the following decisions:
 1. To recommend to KWETB that the student be expelled to suspend for a period to be decided by the board
 2. To refer the matter back to the Principal for further investigation
 3. To reinstate the student

- v. The following procedure will be followed at the conclusion of a meeting of the Board where a decision was made to recommend expulsion or suspension of a student:
- Where the board decides to recommend expulsion or suspension, parents/guardians of students who have not yet reached the age of 18 years (and students who have reached 18 years) and the Educational Welfare Officer, where appropriate, shall be informed in writing by the Principal of the decision of the Board of Management and of their right to appeal this decision to KWETB, under the terms of the Education Act 1998, Section 29. The appeal shall follow procedures as laid down in Circular Letter M48/01. This appeal must be made within 14 calendar days of the decision being handed down.
 - When the Board of Management is of the opinion that a student who is of compulsory school age (or where a student has not completed 3 years of second level education) should be expelled, it will notify the Educational Welfare Officer in writing of its opinion and the reasons therefore and it will co-operate, in as far as is practicable, with the Educational Welfare Officer in this regard.
 - If having considered the decision of the Board of Management, or an appeal of that decision, KWETB decided to uphold the recommendation to expel, the parents/guardians (or the student if they have reached 18 years) and the Educational Welfare Officer, where appropriate will be informed of their right to appeal this decision to the Secretary General of the Department of Education and Science under the terms of the Education Act 1998, Section 29.
 - A student of compulsory school going age (or a student who has not completed 3 years of second level education as appropriate) will not be expelled from the school before the passing of 20 school days following receipt of notification by the Educational Welfare Officer. This is without prejudice to the right of the Board of Management and KWETB to take such other reasonable measures, as is considered appropriate to ensure the good order and discipline of the school and that the safety of students is secured.

Student On Report Summary

Behaviour and Homework

Before Report System
1. Class Teacher
2. Tutor / Year Head

On Report

Green Report:

- Minimum 5 days
- One day's Notice to Parents
- Must be Signed Daily
- Not Signed Two Consecutive Nights = Lunchtime Detention
- If Satisfactory complete evaluation and off Report
- Unsatisfactory – Yellow

Yellow Report:

- Minimum 10 days
- Unsatisfactory Green / Second
- Report in year
- After School Detention Wednesday
- One day's Notice to Parents
- Must be Signed Daily
- Not Signed Two Consecutive Nights = Lunchtime Detention
- If Satisfactory complete evaluation and off Report
- Unsatisfactory – Red

Red Report

- Minimum 10 days
- Unsatisfactory Red / Third or more
- Report in year
- One-day Suspension
- One day's Notice to Parents
- Must be Signed Daily
- Not Signed Two Consecutive Nights = Lunchtime Detention
- If Satisfactory complete evaluation off Report.
- Any further reports must be Red
- Unsatisfactory, Discipline Committee 3 days Suspension
- Further unsatisfactory at risk Meeting
- Further unsatisfactory -BOM

Friday:

Date:

Subject	Teacher Initials	PUN	EQU	HW	BEH	Teacher Comment
1.						
2						
3						
4						
5						
6						
7						
8						

Parent Signature: _____ Year Head Sign: _____

Student Evaluation: Signed: _____ Date: _____	
Parent Comment: Signed: _____ Date: _____	
Year Head Comment: Signed: _____ Date: _____	



Avondale Community College

Name: _____ Class: _____

Year Head: _____ Date: _____

Reason for been placed on report:

Homework Issues		Misconduct	
Monitor Progress		Request of Parent / Teacher	
Other		Reason:	

On Report Procedure:

1. At the beginning of every class present this Report to the teacher present.
2. At the end of every class collect this Report from the teacher.
- 3 .At the end of each day fill in the total columns.

4. Each night present Report to parents, who should read and sign it

Failure to do this on two consecutive nights will result in a Lunch Time Detention from 1:30 – 1:50

5. Each morning during tutorial, with your tutors permission present this Report to your Year Head

See website for Student [On Report Policy](#)

Appendix 4 Serious Behaviour Report

AVONDALE community college

Telephone: 0404 46445

E-Mail: avondalecc@kwetb.ie



Rathdrum,
Co. Wicklow.

SERIOUS BEHAVIOUR REPORT

Student's Name: _____ Class: _____ / Year _____

Please select the type of serious behaviour involved:

1.ISOLATED INCIDENT OF SERIOUS MISCONDUCT	
2.ONGOING BEHAVIOURAL ISSUE (CLASSROOM CONTEXT)	

1.ISOLATED INCIDENT OF SERIOUS MISCONDUCT: Please select from the options below:

- | | | | |
|-------------------------------|--------------------------|--|--------------------------|
| Vandalism/damages to property | ☐ | Refusal to obey instruction from staff | ☐ |
| Bullying | ☐ | Disrespect to staff/visitors | ☐ |
| Theft | ☐ | Use of unauthorised equipment | ☐ |
| Ignoring safety regulations | ☐ | Possession of alcohol/unauthorised substance | ☐ |
| Serious class disruption | ☐ | Unauthorised absence from school / class | ☐ |
| Fighting | ☐ | Other | ☐ |
| Smoking/Vaping | ☐ | | |

Please provide a detailed, objective account of the behaviour/incident (additional reports may be attached if required):

Details: _____

AVONDALE COMMUNITY COLLEGE

Telephone: 0404 46445

E-Mail: avondalecc@kwetb.ie



Rathdrum,
Co. Wicklow.

2. ONGOING BEHAVIOURAL ISSUE: Please provide details of the behaviour(s) concerned and dates for previous interventions (all interventions must be dated):

Details: _____

Previous Interventions: All interventions must be dated

Intervention:	Date:
Restorative/ pastoral conversation with student	
Note in journal	
Subject teacher detention	
Phone call home	
Year Head intervention	

Teacher: _____ Date: _____

This form is to be given straight to the Year head.

Action Taken:

Confirming Date & Time of phone call to parent/guardian

Date: _____ Time: _____

Year Head: _____ Date: _____