



Causeway Comprehensive School

Code of Behaviour

Approved by Board of Management

8.6.2026

Causeway CS: CODE OF BEHAVIOUR

Introduction

The Code of Behaviour (the 'Code') at Causeway Comprehensive School is a statement of good practice that relates to all aspects of school life which allows our school to function in an efficient manner for the benefit of the whole school community. The Code's aims to encourage positive behaviour and communicate the values which we believe support and bring out the best in one another. There are many aspects to the Code including school rules, rewards, attendance, and general classroom behaviours. All members of the school community are expected to help maintain an atmosphere conducive to teaching and learning.

Educational achievement and personal development are promoted through class-based teaching and learning and through students' participation in extracurricular activities. The Principal and Board of Management (BOM) actively support individual teachers in their work to create a positive teaching and learning environment in the school. Types of support available include the provision of teaching resources, arranging appropriate in-service supportive of continuous professional development and the formal recognition and support of subject departments.

The school community works in partnership with parents, the students' council and its patron Kerry Education and Training Board (Kerry ETB) as well as our trustee Presentation Order (Ceist), to develop a meaningful relationship to meet the needs of our students.

The aim of this Code of Behaviour is to promote good behaviour and respect for all members of the school community. This can only be achieved when the whole School community works in partnership to promote good behaviour. Our school operates on the core values of excellence in education, care, equality, community & respect.

Mission Statement

Our school welcomes each student into a friendly, caring and supportive community, where we recognise that each young person is unique and has different talents and different needs. In partnership with parents, we promote a multi denominational ethos and nurture a positive self-image in students. This enhances their self-confidence and allows them to realise their full potential. We provide a well-balanced educational programme, so that each student can develop skills and attitudes that will allow them to grow into mature, responsible, well-rounded individuals capable of living fulfilling lives and of making a worthwhile contribution to society.

Behavioural Management Team (BMT)

The Behavioural Management Team also operates within the school pastoral system. The key function of the Behavioural Management Team is to promote positive behaviour throughout the school. The team comprises of the Principal, Deputy Principals & Year Heads. The team meets on a fortnightly basis to discuss, review and action responses to behavioural issues.

The Behavioural Management Team promotes the use of Restorative Practice, Peer Mediation and Circle Time to resolve issues. The team also fosters an ethos where teachers and staff are encouraged to actively promote positive behaviour in all aspects of school life.

Aims

The Code of Behaviour for Causeway Comprehensive School lays out our common privilege and duty about teaching and learning. This Code ought to be read in conjunction with all other school policies and procedures, including the school rules.

Our objectives are:

1. To pursue excellence in all areas of school life, academic, creative and practical.
2. To nurture a friendly and caring environment.
3. To recognise our responsibility towards the wider community and develop a spirit of service.
4. To develop a spiritual and social awareness.

Principles of Managing Behaviour :

- To create a climate where learning can flourish.
- To protect the basic rights of safety, learning and respect, at all times upholding fair procedures and natural justice.
- To set the boundaries in which students can feel successful and achieve.
- The use of Restorative Practice which guides our approach to managing behaviour.

Promoting Positive Behaviour :

The key features of the positive approach are:

- An emphasis on positive rather than negative statements.
- Regular and sustained use of praise and rewards
- Teaching students the social skills they need to be successful.
- Redirecting student towards success rather than highlighting their mistakes.
- Merit System to support and reward positive behaviour.

Advantages of Promoting Positive Behaviour :

- Positive behaviour provides structure for students and predictability.
- It provides a consistency of approach across classes.
- It establishes standards which are clear, firm and fair.

Core Values

The Core values underpinning all our interactions are:

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|----------------------------------|--------------------|
| • <i>Excellence in Education</i> | • <i>Community</i> |
| • <i>Care</i> | • <i>Respect.</i> |
| • <i>Equality</i> | |

The implementation of the Code in a just way and the maintenance of good order is the responsibility of all members of the school community. All students are expected to co-operate with the Code. All school staff has a responsibility to explain and implement the Code. Each teacher has a responsibility for the maintenance of discipline within his / her class and shares with other staff a common responsibility for discipline within the school and school grounds.

Parents/ Guardians have a duty to support the school in implementing the Code of Behaviour. The Board of Management gives formal approval to the Code. The Board supports the principal and teaching staff in the implementation of the Code.

1. That you come to School every day and arrive on Time.

This means:

- That you attend every day unless it is absolutely unavoidable.
- That you arrive before and are present before the first bell, are punctual for all remaining classes and do not delay on the way.
- That absence be explained by a note on Tyro from your Parent/Guardian.
- In the case of unexplained absences, Attendance officer or your Year head may contact the parent/guardian.
- That you are present throughout the full school day and may not leave the school grounds and not enter “out of bounds” areas within the school grounds.
- That you remain on the school grounds during Lunchtime unless you have written permission to go home for Lunch (a form must be completed prior to this arrangement where a “Home Lunch Pass” will be given and must always be in their possession)
- That you are not allowed leave the school grounds (the school’s land) at any time (including between the end of the school day and Detention) without express permission from the Principal or Deputy Principal or unless by arrangement.
- That you remain within the school’s boundaries.
- Furthermore, in accordance with the provisions of the Education and Welfare Act (2000), the school authorities are required to **inform the Education and Welfare Board when a student reaches 20 days absent**. A letter will be issued to Parents/Guardians if and when this is necessary.

Because:

- Time missed is hard to make up.
- Good attendance and good timekeeping helps everyone to do well.
- The school must be given a written explanation for absence.
- The school is responsible for you during school time, punctuality displays courtesy to your teachers and fellow students.

2. The Student Journal

The Student Journal is an important medium of communication during a student’s school life

- The responsibility for care of this journal is yours alone.
- Students must have the journal in school at all times.
- All homework is to be recorded in this journal.
- It is your responsibility to ensure that any comments from teachers are signed by a Parent/Guardian
- The journal must be kept free from graffiti and inappropriate comments/notes.
- The journal should be with you in every class and handed to teachers on request.
- If you do not have a journal in your possession a sanction (such as lunchtime detention will be issued by your Year Head.
- Repeatedly (more than twice) failing to give your journal may result in after school detention.
- ***The journal needs to be signed by the subject teacher if you are leaving the class; for example, to use the toilet. You need to bring the journal with you while you are out of class and leave your phone on the table***
- ***Please note: FOUR negative comments*** by any teacher on the School Management system (Tyro) during a week, may result, in the first instance, in a period of After School Detention for the student. This may also extend to include a ‘Home Detention Pack’ (a pack of written work to be completed over a weekend), for subsequent or repeat offences.
- The journal must be visible on the student’s desk for the duration of each class period. Failure to adhere to this rule may result in sanctions.
- The Journal should be signed by a Parent/Guardian or Grandparent and never defaced. Failure to get the journal signed may result in lunch time detention.

- If the journal is left at home, you must present to the office for a temporary journal. This must be returned to the Year Head the following day signed by a Parent/Guardian. Repeated use of a temporary journal may result in lunch time detention.
- **Replacing a school Journal will bear a cost of €10 to the student.**

The School Journal serves the following functions:

- (i) Record of all homework.
- (ii) Record of important notices.
- (iii) Means of communication between Teacher and Year Head.
- (iv) Means of communication between Teacher/Year Head and Parent.

3. That you come in properly prepared for your subjects

This means:

- That you have your journal, correct books, completed homework, school bag, pens and copies.
- That you bring any special equipment needed e.g. School P.E. gear, drawing equipment.

Because:

- You waste class time if you do not comply.
- You cannot participate fully without them.
- It supports effective Teaching and Learning.

4. Late Arrival and Sign out Procedures

Late

1. Any student arriving after the first bell is expected to **sign in the “Late Book” at the School Office** where their Journal will be stamped as LATE.
2. A note in the journal from their Parents/Guardians must be presented to the office on arrival, explaining the reason for being late where the journal will be stamped. A phone call will also be accepted and recorded to Attendance Officer.
3. Detentions will be given for students who are repeatedly late without a legitimate reason or without an explanation note.
4. **A student 18 years and over must report to the Principal/Deputy Principal before signing in at the office.**

Signing out

If you must leave school during the day, you must be signed out by a Parent/Guardian or Grandparent only. The student must also ‘sign out’ at the school office on departure by signing the “Sign out Book”. **The school may contact parents/guardians for confirmation.**

A student 18 years and over must speak to the Principal/Deputy Principal before signing out at the office.

A Parent/Guardian wishing to collect their son/daughter must sign out their son/daughter in the “Sign out Book” at the school office. Only a Parent/Guardian or grandparents can sign a student out.

If a student is returning back to school after signing out, both Parent/Guardian or Grandparent and student must sign in.

Because :

- The school cannot (for legal & insurance reasons) allow a student to leave its grounds without being collected and accompanied by a Parent / Guardian.
 - School records must indicate that a student is present in school.
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5. Uniform

The school uniform is a fundamental part of the identity of Causeway Comprehensive School. It should be worn with respect and pride **and always be neat and clean and that you come to school in full uniform**. All students are expected to wear full school uniform and show good grooming and appearance, both to and from school and throughout the school day. The school uniform is a symbol of our school to all who see our students as they come and go from school.

This means:

That you abide by the school uniform regulations, namely:

- The School Shirt - White.
 - School Crested Jumper only - (Dan Fitzgerald's shop only).
 - Official School Trousers for boys - (Dan Fitzgerald's shop only).
 - Official School Skirt **and/or** Official School Trousers for girls (Dan Fitzgerald's shop only).
 - Black Socks/ Black Tights only (no pattern tights).
 - **Flat All Black Shoes or All Black runner type shoe only.**
 - Boots or white runners are not allowed.
 - Official School Crested Jacket - Recommended & available on school website
 - Jackets/official school jacket should not be worn in the classroom.
 - Official Crested Zip top. is **the only item permitted to be worn as an extra layer, if needed during periods of cold weather. This does not replace the school jumper.**
 - **The school crest should always be visible in class. Sanctions may apply.**
- Sportswear is reserved for the appropriate occasions only and is not to be worn in the classroom.
- Students' may wear sports gear strictly for the duration of Physical Education class and sports activities only. *Students leaving to play a match/extra curriculum during the school day must be in class in full uniform prior to leaving and students returning from sports must change back into their uniform for class, unless otherwise directed.*
- Students are required to wear the correct gym-wear for all games and sports activities.

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- Each student has a duty to be well groomed and suitably dressed in school and during school activities.
 - Complete school uniform is to be worn in school, on school business, or when representing the school.
 - Each item of uniform must be properly cleaned, pressed and maintained at all times.
 - Each item of uniform must be marked with student's name.
 - Male students are expected to be clean-shaven or neat facial hair.
 - A student's hair should be well kept, neat and tidy and if long, must be tied up for all practical subjects.
 - A student's hair should not hide their face nor be cut too short (blade 2 min) in the view of the school authorities.
 - Students, hair should not be dyed (natural colouring is acceptable) or cut in an inappropriate style in the view of school management.
 - Make-up is not allowed, however "Light Foundation" is acceptable, if desired.
 - Jewellery is not part of the school uniform and therefore is not allowed
 - Necklaces/badges and other types of jewellery are forbidden.
 - A max of two small stud style earrings in each ear is acceptable for students. All other piercing is not acceptable.
 - Facial Piercing: nose studs/ rings, eyebrow rings etc. must not be worn while in school uniform.
 - **Skirts must be below knee length.**
 - Shirts must be always tucked into trousers or skirt.
 - **Students are advised not to get a new piercing either immediately before returning from school holidays or during school term**

Please Note:

While each student is expected to take responsibility for his or her appearance, as a measure of self-respect and respect for others, parents are urged to monitor their child's appearance as they leave for school each day. Your help and support will be appreciated and will help our young people to be more responsible.

Because:

- The school uniform is agreed to by parents, students and the school authorities.
- We all have a responsibility to maintain the image of the school.
- We must all contribute to and maintain high standards of Health and Safety in the school.

6. Positive Attitude

Have a positive attitude to classwork, homework and all extra- curricular activities.

This means:

- That you listen to your teachers.
- That you are responsive to, and supportive of the teacher.
- That you do not disturb the class.
- That you contribute to the positive learning environment through courtesy and respect of both the teacher and other students.
- That you utilise your school journal, i.e.:
 - On a daily basis, record all homework assignments and their due dates.
 - Record long-term assignments in several places including the day they are given, the day they are due, and on various pages in-between as reminders.
 - Record times and dates of meetings, sports practice, rehearsals and other appointments as soon as you find out about them.
 - Use the yearly planner to record important dates.
- That you do your homework each night and hand in assignments on time.
- That you work to the best of your ability.
- That you take pride in your work.

Because:

- The teacher has a right to teach.
- The other students have a right to learn.
- It helps you to organise your homework so that you will succeed in school.
- It builds on the work done in class.

Roles and Responsibilities

Causeway Comprehensive School acknowledges the contribution of all members of the school community in the promotion of positive behaviour.

Parents

The co-operation of Parents/Guardians is considered fundamental to the implementation of the school's Code of Behaviour. 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 Code. A Parents Charter is a statement that highlights the supportive role of parents in the school's Code of Behaviour and ensuring that students participate actively in school and at home.

Students

The school expects that students will always strive to uphold the Code of Behaviour of our school and accept the consequence of their behaviour. The school encourages the use of restorative practice when dealing with areas in the Code of Behaviour.

Teachers

Causeway Comprehensive School acknowledges the role of teachers in the development and implementation of the Code of Behaviour. The school recognises that a teacher's focus is in the area of teaching and learning, but that they also have a pivotal role to play in behaviour management; that role forms a core element of this Code.

Other Staff

The school acknowledges the contribution of all staff in the day to day running of the school. They too have a part to play in the successful implementation of our Code of Behaviour.

Board of Management

The school acknowledges Board of Management's role in the development and operation of our Code of Behaviour. All policies are developed with the authority of the Board of Management and must be approved by its members before becoming official school policy.

Kerry Education and Training Board (Kerry ETB) & the Presentation Order

Causeway Comprehensive School is a multid denominational, co-educational secondary school operating under the patronage of Kerry ETB (Educational and Training Board), with the Presentation Order (CEIST) acting as trustees. There are three representatives of CEIST on the school's Board of Management.

Implementation of the Code of Behaviour

A copy of the Code of Behaviour will be printed in the school journal and students and Parents/Guardians are required to read this together and sign indicating their acceptance of the rules. All teachers have a responsibility to explain the rules and the Code to students at regular intervals during the year. The Year Head will have individual meetings with students who are having difficulty following the rules.

7. Anti - Bullying Programme - Bí Cineálta

Promote and support our Anti-Bullying Programme

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the NEWB, the Board of Management of Causeway Comprehensive School has adopted its anti-bullying 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*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

This policy comprehends bullying that is either perpetrated by students or experienced by students in Causeway Comprehensive School.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students or staff and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

Definition of Bullying

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

Core definition of Bullying Behaviour

Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour, that is not bullying behaviour, are provided for within the school's Code of Behaviour.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are, however, often complex and must be considered on a case-by-case basis.

The core elements of the definition are further described below:

Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing bullying behaviour. If repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveler and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the

receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control. Bullying is not accidental or reckless behaviour. If repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying, can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images. If bullying behaviour involves physical violence or threats of violence, it may be considered assault.

If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveler community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989¹¹, and those engaging in such behaviour may face criminal charges.

If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour. *An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.*

How Bullying Behaviour occurs

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct bullying behaviour:

Physical bullying behaviour:

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in “mess fights” they can sometimes be used as a disguise for physical harassment or inflicting pain.
- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour:

- Continual name calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student’s accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written bullying behaviour:

- Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion

- Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

Indirect bullying behaviour:

Exclusion

- Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

Relational

- Relational bullying behaviour occurs when a student’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: “Do this or I won’t be your friend anymore”; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the “silent treatment”; and the deliberate manipulation of friendship groups to make someone unpopular.

Online bullying behaviour:

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:

- Sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps.
- Posting information considered to be personal, private and sensitive without consent
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- Excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an “offline” experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the nonconsensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

Where bullying behaviour can occur

Bullying behaviour can happen anywhere, online or offline and at any time, but there are certain places and times where bullying behaviour can be more likely to occur. These can include the following, which is not an exhaustive list:

Inside School

School physical environments can have a significant influence on social relationships among students and can impact on the ability of school staff to effectively prevent and address bullying. Well-designed school environments play a vital role in preventing bullying behaviour and promoting inclusion, positive relationships, and a safe and supportive learning environment

School yard:

Bullying behaviour can take place in the school yard. School grounds with hidden or obscure parts may provide an environment where bullying behaviour is more likely to occur. Many common school yard games present opportunities for bullying behaviour because of their physical nature. Continuing provocation may lead to a physical fight and in some cases the student experiencing bullying behaviour may appear to be the aggressor as they give vent to their frustration.

In the classroom:

Bullying behaviour can take place in class. It may occur subtly through glances, looks, sniggers or may take the more overt form of physical intimidation or deliberate isolation. Bullying behaviour may also occur between class periods when the students or the teacher moves. Other areas: Bullying behaviour can take place in other areas such as toilets, corridors, cloakrooms, locker areas, changing rooms, showers, gym, canteen and assembly hall.

Outside School

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.

Coming to and from school:

Bullying behaviour can occur in the area immediately outside the school, the local shops and the wider local area. Bullying behaviour can take place at the bus stop or on the journey to and from school whether the students are walking, cycling or on school buses. Bullying behaviour can also take place in organised clubs and groups outside of school such as sports clubs.

Online bullying (cyberbullying) behaviour, along with all other types of bullying behaviour, can cause significant harm and can have a lasting impact on students who experience this behaviour. Access to technology means that online bullying behaviour can happen anytime, and the student’s home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to delete permanently.

Types of bullying behaviour

There are many different types of bullying behaviour. These can include the following, which is not an exhaustive list:

- *disabilities bullying behaviour:*

Behaviour or language that intends to harm a student because of a perceived or actual disability or additional need

- *exceptionally able bullying:*

Behaviour or language that intends to harm a student because of their high academic ability or outstanding talents

- *gender identity bullying:*

Behaviour or language that intends to harm a student because of their perceived or actual gender identity

- *homophobic/transphobic (LGBTQ+) bullying:*

Behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community.

- *physical appearance bullying:*

Behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body.

- *racist bullying:*

Behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveler or Roma community. Racism is defined in the National Action Plan Against Racism¹³ as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”

- *poverty bullying:*

Behaviour that intends to humiliate a student because of a lack of resources.

- *religious identity bullying:*

Behaviour that intends to harm a student because of their religion or religious identity,

- *sexist bullying:*

Behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex.

- *sexual harassment:*

Any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.

The list of examples below is non-exhaustive, and schools may wish to add behaviours which reflect their own circumstances.

Examples of bullying behaviours

General behaviours which apply to all	• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space A combination of any of the types listed.
Cyber	• Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • False Reporting • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Abusive posts on any form of communication technology • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures
Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	

Homophobic and Transgender	• Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look"
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	• Name calling • Taunting others because of their disability or learning needs • Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

This applies

- In class, between classes and while on the school premises
- While in school uniform
- On the way to and from school
- On all school-based activities, school tours etc.
- To anything done in the school name
- To any behaviour that adversely affects the school reputation or the education of any student in the school

Rights and Responsibilities of Each Member of the School Community

<i>Rights</i>	<i>Responsibility</i>
I have the right to be safe in school	I have a responsibility to make our school a safe and secure place for others

Rights and responsibilities of Students and Staff

<i>I have a right to be:</i>	<i>I have the responsibility to ensure that:</i>
- Treated with respect - Physically safe and to expect my property to be safe at school - Free from all forms of bullying - Able to learn & teach without disruption	- Others are treated with respect - Others are physically safe and the property of others is safe - Others are free from all forms of bullying - Others/students are able to learn without disruption - Bullying behaviour is acted upon as appropriate

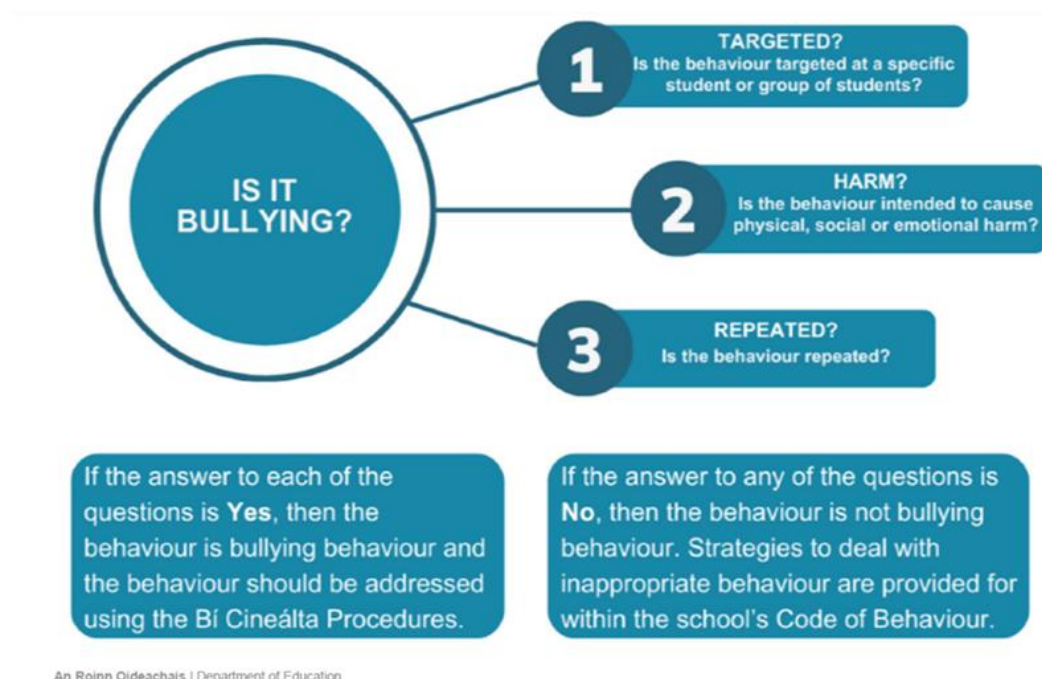
Rights and responsibilities of Parents

<i>I have a right to:</i>	<i>I have the responsibility to ensure that:</i>
Expect that my child is safe in school and can learn without disruption	- I report bullying behaviour to the school - Co-operate fully with the implementation of school policy

Responsibilities of bystanders/witnesses

<i>I should:</i>	<i>I should not:</i>
- Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive - Seek help immediately from an adult, if the situation is dangerous. - Tell when you know a student is being bullied.	- Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc. - Cheer on somebody who is bullying. - Stay in a dangerous situation, e.g. a fight. - Bully the 'bully'.

Behaviour that is not bullying behaviour



A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

A positive school culture and climate which:

- is welcoming of difference and diversity and is based on inclusivity.
- encourages students and staff to disclose and discuss incidents of bullying behaviour in a nonthreatening environment.
- promotes respectful relationships across the school community.
- effective leadership.
- a school-wide approach.
- a shared understanding of what bullying is and its impact.

Implementation of education and prevention strategies (including awareness raising measures) that:

- Build empathy, respect and resilience in students.
- Explicitly address the issues of cyberbullying and identity-based bullying, including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students.
- Supports for staff.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
- On-going evaluation of the effectiveness of the anti-bullying policy.

Bullying is not tolerated in Causeway Comprehensive School. The Personal Safety Board (PSB) deals with all bullying complaints within the school and has clear procedures and sanctions.

Students, parents, non-teaching staff or members of the wider community should feel welcome to report their concerns to any member of the teaching staff – including the Principal, Deputy Principal and/or the Personal Safety Board.

Personal Safety Board (P.S.B.) – Anti Bullying Committee - Dealing with Bullying issues

- School has a clear anti-bullying policy and programme, which seeks to prevent all forms of bullying in the school.
- The Personal Safety Board (PSB) is a team which investigates any complaints of bullying. It is comprised of teachers, who have volunteered to assist in this programme. The head of this team is called the PSB co-ordinator.
- Bullying is a continuous form of behaviour which is unacceptable in our School such as name calling, spreading rumours, hitting etc.
- To ensure that this is achievable, the P.S.B. is pursuing a policy of “**no blame, just stop**”. It is up to every student to take responsibility for their behaviour and how they treat their fellow pupils.
- The PSB has a clear set of procedures which it follows when dealing with a bullying complaint.

Investigating and dealing with incidents: Style of approach

Procedures and Sanctions

- All student bullying complaints are dealt with by the Personal Safety Committee (PSB Committee) which is the school's anti-bullying committee. This Committee is made up of teachers who volunteer their free time to investigate with any bullying cases. The PSB will investigate and give a recommendation for a sanction, if needed.
- If a bullying situation is witnessed or a complaint is made to any teacher. The teacher will then fill in a PSB Complaint Sheet which is situated in the Staff Room. A student can also tell a teacher, their Year head or a member of the Personal Safety Board (PSB).
- If a student is uncomfortable telling a teacher, he/she can inform a member of the Student Council who will pass on the complaint to the P.S.B. Students can also place a note (which must be signed) in the PSB Complaint Box which will be situated in the school's reception area. A member of the Board will check the Complaint Box every couple of days.
- On receiving a complaint, a member of the PSB will meet with the teacher/student who received the complaint and take the details. The PSB will liaise with the Deputy Principal in dealing with the complaint. Following this, two members of the PSB will be assigned to investigate the matter, meeting the individuals involved separately. This will be done in a confidential manner
- In investigating and dealing with a bullying complaint. The PSB must identify if bullying behaviour has occurred. The PSB should consider the following: what, where, when and

why? The teacher/s will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

- Parent(s)/guardian(s) and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way.
- School Management and the Personal Safety Board (PSB) will ensure that something is done and will update the student who made the complaint. There will be an investigation into the matter that satisfies the PSB and the students and if found to be true, sanctions will be applied.
- When analysing incidents of bullying behaviour, the relevant PSB members should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member should be interviewed individually first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- In cases where it has been determined by the relevant PSB members that bullying behaviour has occurred, the parents of the parties involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy. In circumstances where students express concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed.
- The school should give parent(s)/guardian(s) an opportunity of discussing actions being taken by the school and the supports provided to the students;

Where the relevant PSB members have determined that a student has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Bí Cineálta policy and efforts should be made to try to get him/her to see the situation from the perspective of the student being bullied.

- It must also be made clear to all involved (each set of students and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parent(s)/guardian(s) and the school.
- There will be an investigation into the matter that should satisfy the PSB and the student, and if found to be true, sanctions will follow, these may include verbal, written, detention, suspension or permanent Exclusion
- A letter to the student being bullied as well as the bully will be sent out after an investigation. The situation will be reviewed at various intervals

Follow up and recording

- The PSB must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.
- In determining whether a bullying case has been adequately and appropriately addressed the relevant PSB member must, as part of his/her professional judgement, take the following factors into account as part of the review:

1. the nature of bullying behaviour,
 2. the effectiveness of the strategies used to address the bullying behaviour
 3. the relationship between the students involved.
 4. Whether the bullying behaviour has ceased.
 5. Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal.
 6. Follow-up meetings with the relevant parties involved may be arranged.
- Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for support to take effect. In some cases, relationships may never be restored to how they were before bullying behaviour occurred.
 - If the bullying behaviour has not ceased, the PSB should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
 - Where it becomes clear that the student who is displaying the bullying behaviour continues to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

Because:

- Mutual respect and support helps to make a positive School experience for everyone.
- You would like to be shown respect and consideration by others.
- Bullying and victimisation can cause fear, hurt and misery. We want our School to be a safe space.
- Aggressive behaviour could cause serious injury or accidents.
- Damaging School property is destructive and shows a lack of respect for the school community of which you are a member.
- Positive behaviour contributes to a positive School experience for everyone.
- Aggressive behaviour or language has no place in the wider School community.
- To receive respect, you must first show respect.

8. Respect

That you have respect & consideration in your dealings with teachers, other staff members, visitors and the wider community

This means:

- That you greet the teacher/visitor appropriately on their arrival at the beginning of class.
- That you cooperate fully in the classroom.
- That you are not aggressive in behaviour or use foul language.
- That you carry out instructions in a co-operative manner.
- That you show respect, courtesy, consideration and good manners in your behaviour and language.
- That you try to have positive interactions with all students, whilst bearing in mind that these interactions should reflect the formal nature of school.
- That you do not use comments/gestures that are of a sexual nature or tone towards your teachers or fellow students.

* Your good conduct is expected at all times, not only in school but also in the surrounding area or when recognisable as a student of Causeway Comprehensive School.

9. Respect Your School Environment

This means:

- That you leave your classroom in a clean and tidy condition.
- That you respect the property of both the school and others.
- That you place litter in appropriate bins and support our Green School Committee and ethos.
- That you take home your School Bag, any Lunch Boxes or Flasks you have brought to school.
- That you eat only in the permitted areas at the permitted times - the Canteen Area, and/or the school yard at Morning Break-time, Lunchtime and/or Detention.
- That you do not bring chewing gum into the school premises or to any part of the school grounds or sports pitches. A sanction of Detention will apply for each breach of this regulation.
- That you do not park cars/motorcycles on School property. The school assumes no responsibility for any loss or damage that may arise if this rule is not adhered to.
- That you do not return to the school grounds outside of School hours without the school's explicit permission.

Because:

- Everyone benefits from working/studying/learning in a safe, pleasant and clean environment.
- We are all responsible for maintaining a clean School.
- Disposal of gum can be unhygienic and damaging to the school environment.
- The school is private property.

10. BEHAVIOUR SUPPORT STRUCTURES AND PROCEDURES

Behaviour support structures and the attendance rewards and sanctions used in the school are designed to support students in behaviour modification. It is an important lesson for life to realise that adhering to rules brings rewards, while breaches of rules carry negative consequences.

Students who consistently support the expectations and responsibilities outlined in the code will be rewarded in line with our Ladder of Reward. Infringements of the Behaviour Code are graded as 'a breach', 'a serious offence' and 'a grave offence' (suspension or expulsion) in increasing order of seriousness. Sanctions reflect this gradation.

Ladder of Referral

When dealing with behaviour issues, the school authorities will follow the school's Ladder of Referral

	
Causeway Comprehensive School	
GOOD BEHAVIOUR IS EXPECTED The Core Values underpinning all our interactions are; Respect, Care, Equality, Community, Excellence in Education. Each student is entitled to an education free from fear and intimidation. The school operates an anti-bullying policy. Every student has the right to be taught and learn in his/her class free from disruption/interruption. Each teacher has the right to teach and manage his/her class free from disruption/interruption.	
Examples of Good Behaviour include:	
Courtesy and co-operation	Be on time for class
Be prepared for class with relevant books, copies, journal, materials, equipment & P.E. attire	Present assigned work on schedule and always work to the best of your ability
Readily follow teacher directions	Respect self, fellow students and school staff
Focus on <u>lesson</u> and listen attentively	Sit at assigned desk
Refrain from eating or drinking in class	Keep journal clean and free from graffiti

SANCTIONS POLICY

EXAMPLES OF - UNACCEPTABLE BEHAVIOUR

Persistently talking out of turn	Disruption of class
Damage to school property	Defiant attitude
Refusing to obey teacher direction	Being disrespectful
Interrupting teaching/learning	Distracting others
Inappropriate use of journal	Unacceptable language
Bullying	

Verbal warning / Note on VSware/writing out from subject/ Extra Homework/Seating change/ Request for Lunchtime Detention

Referral to Year Head
For continuous issues
Lunch Detention/Parents informed via journal/phone call
4 negative comments per week = After School Detention

Further Issues
Deputy Principal & Year Head
Meeting with parents + Behavioural Report Card/
After School/Saturday Detention

Any further incident may lead to Internal Suspension or Suspension/ Expulsion.

- EXTREME VIOLATIONS

- Truancy
- Theft
- Smoking/vaping on school premises
- Refusal to attend detention
- Tampering with or the abuse of safety equipment
- Breach of Acceptable Use of Internet Policy &
- Serious damage to property

TEMPORARY REMOVAL FROM SUBJECT CLASS WITH IMMEDIATE EFFECT

- Possession/use/handling of alcohol/drugs/tobacco/Vapes
- Physical assault and threatening verbal abuse

- Parents contacted immediately
- Suspension
- Referred to appropriate professional services if necessary

Any student on a Report Card or suspended may not participate in school activities.

Persistent Misbehaviour

Students who engage in persistent misbehaviour will be referred to the Behaviour Support Team (Year head & Deputy Principal) for the year group in question, who will review the student's conduct and make a decision as to the best course of action.

Ladder of Reward

Positive behaviour is reinforced by staff through the application of a series of rewards. In the delivery of such rewards a teacher employs his/her professional discretion in deciding the most appropriate method to be used. Staff are encouraged to utilise the full range of rewards available in supporting positive behaviour in school:

- Verbal praise
- Use of journal note
- Use of Merit
- Merit System
- Notification to Year Head
- Annual Student Awards
- Certificate of Recognition

Ladder of Sanction

Within our school, effecting change to negative behaviour is addressed by a ladder of sanction response. Depending on the level of misbehaviour and the response to initial strategies, a member of staff uses his/her professional discretion in deciding the most appropriate course of action. A serious or grave offence may require immediate application of an appropriately weighted intervention. This hierarchy of response begins with:

- Verbal warning
- Use of Tyro notes system
- Use of generic post home notes
- Use of Additional work/lunch Time Detention
- Detention –After school, Saturday & during school holidays
- Refer to Year Head
- Behaviour and/or Pastoral Support Team intervention
- Individual Behaviour Plan
- Suspension
- Engagement with external support agencies (NEPS/HSE/EWO/Community Gardai)
- Expulsion

Behaviour Support Teams

A Behaviour Support Team will exist for each year group, consisting of the Year Head and the Deputy Principal in charge of discipline. The Behaviour Support Teams will administer the behaviour code for the respective year group. Each Behaviour Support Team will meet regularly to deal with issues arising in the management of behaviour within the particular year group. They may seek advice from Guidance Counsellor, Chaplain or Home School Liaison Co-ordinator

Referral to the Behaviour Support team will be at the discretion of the Year Head and will normally occur in the case of three or more repeat offences, or in the case of serious or grave offences. An appeal of a decision of the Behaviour Support Team or the Principal or Deputy Principals can be made.

In the case of a serious or grave offence or a disputed offence, the Behaviour Support Team, having been notified of the alleged offence, shall interview the student as soon as practicable, following notification of the alleged offence. The student, at the interview, shall be notified of the allegations and shall be given a full opportunity to comment on the allegations made. The Behaviour Support Team, following such an interview, shall determine whether the student has committed a serious or grave offence and, should this be the case, shall apply the appropriate disciplinary procedures outlined in the Code. The Behaviour Support Teams will have authority to make recommendations regarding particular students or incidents to the principal. The Teams have the authority to recommend suspension to the principal. Only the Principal or Acting Principal may suspend a student.

The Behaviour Support Teams will also liaise with the Student Support Team in the school and refer individual students to the Student Support Team for support or counselling. The SST Team will process all referrals for counselling, including the obtaining of parental consent for support or counselling, in accordance with the school's Student Support Team Policy. The Behaviour Support Team will ensure that students whose actions are positive and noteworthy are acknowledged in a formal manner.

Rewards/ Merit System

In line with our mission statement where each student is welcomed into a friendly, caring supportive community, positive behaviour is encouraged and rewarded at every opportunity. All staff continually reinforce positive performance among students through their daily interactions with the intention of encouraging students to reach their full potential. The school strives to enact school rules consistently and fairly with the aim of cultivating better and more responsible citizenship among the student population. Respect between students and teachers and between students and their peers is encouraged and applauded.

Promoting good behaviour is the main goal of this policy. Rewards have the ability to change behaviour.

- Verbal Praise
- Positive note in Tyro
- Positive Postcard sent home
- Nomination for an Award for school & Kerry ETB Award presented
- Phone call home
- Presented with a gift (voucher or school trip)
- Representing the school at events
- Merit System

11. Strategies to acknowledge and reinforce Positive Behaviour:

Merit System

Purpose of the Merit System

The purpose of our school's Merit System is to recognise our students' hard work and positive contribution to all aspects of school life. It is not designed to award academic excellence exclusively but instead seeks to affirm students who consistently try their hardest to achieve their potential, who are co-operative and work well with staff and students alike, who embrace all aspects of school life by taking part in school events and extra-curricular activities and who, on a daily basis, behave in a polite, courteous and respectful manner.

We have linked the Merit System to the Key Skills of the Junior Cycle which are aimed at teaching students important life skills that will enable them to direct their own learning. If a student shows effort or ability in any of these six areas, they may be awarded with a Merit.

How the Merit System works:

- Whenever a student makes an effort to show any of the qualities, a teacher can give the student a Merit on the school's Tyro system (school Data base system) so that there is an official record of the merit. A merit will also be awarded by the Year Head where applicable.
- Each Merit is worth one point.
- The academic year will be divided into three terms. At the end of each term, Merit points will be counted and the results announced at assembly. A small award and Certificate is given to a number of students in each year group who has received the most Merit points for that term.

As a school, we believe that rewarding positive behaviour allows young people to grow in confidence in a supportive learning environment.

Student Awards systems

An annual Awards system focusing on characteristics such as Leadership, Extra-curricular endeavour, Diligence and School Spirit as well as Academic areas of excellence will serve to recognise the value of being a positive member of the school community.

Certificate of Recognition

These are Certificates of Recognition issued to students who work quietly and effectively, without seeking reward or attention, in their engagement with their education. These will be posted to the Parent/Guardian of the students by the year Head.

School structures which support positive behaviour:

Referral to pastoral care system

Where it is requested by parents, teachers or students themselves, and deemed appropriate and necessary to students, the school offers pastoral support. The structures and procedures around this support are outlined in the school's Student Support Policy.

Mentoring programmes (teacher/community/peer)

The school operates various mentoring programmes, supporting student academic, emotional or behavioural needs as identified.

Interventions to support positive behaviour:

Reflection Sheets and follow up

Reflection Sheets may be used by teachers to encourage students to reflect on their behaviour, enabling them to participate actively in the discipline process. The intention is to encourage students to evaluate the behaviour engaged in and to understand why they are choosing such behaviour.

This sheet can be used instead of or in conjunction with a sanction. Reflection sheets are also used in the context of the school's Anti-Bullying Policy to assist in resolving situations. The reflection sheet will be sent home for signing by Parents/Guardians.

Student Support Behaviour Report Cards

The 'Student Support Card for Behaviour' is designed to cultivate and reinforce good classroom behaviour student, whose behaviour in class is not up to standard, may be put on report by a Year Head or by the Deputy Principal or Principal. The student presents the card to each teacher at the end of each class period and is then given immediate feedback on his/her behaviour for that class. The student's progress can then be evaluated by the staff member assigned. The report card should also be signed by the Parents/Guardians in order to reinforce its significance.

Student Support Academic Tracking Report Card

The Student Support Card for Academic Tracking' is designed to cultivate and reinforce positive academic work rate. A student, whose academic work rate in class is not up to standard, may be put on report by a Year Head or by the Deputy Principal or Principal. The student presents the card to each teacher at the end of each class period and is then given immediate feedback on his/her behaviour for that class. The student's progress can then be evaluated by the staff member assigned. The report card should also be signed by the Parents/Guardians in order to reinforce its significance.

Attendance Reports

Attendance Report can be issued by Year Head or Deputy Principals to students who have absented themselves from class.

As regular attendance is a necessity for good academic performance, an award for attendance will also be given at the school Awards Night.

Individual Behaviour Plans

An Individual Behaviour Plan will be developed for a student when he/she has not modified behaviours deemed inappropriate following a number of interventions. An IBP will be designed to respond to specific behaviour concerns, will state expectations and will be co-signed by the student's Parent/Guardians. The IBP will also outline a period after which a review of the student's behaviour will take place and the possible sanctions, should behaviour not improve.

Academic Council

The Academic Council is made up of the Principal, Deputy Principal, Year heads and Guidance Counsellor. Members of the Academic Council meet with students regularly to discuss their progress and to advise them on subjects that they may not be reaching their potential in. They advise them on how to reach their potential and set targets for them. The focus of the meeting is to provide positive feedback on their progress and guidance on reaching their potential.

Proactive teaching strategies:

Induction Assemblies

Induction into First Year, Transition Year and Senior Cycle will focus on developing student awareness of the practical requirements and the relevant supports pertinent to the particular year. Induction will involve information and reassurance for students regarding transition to the new programme.

Teaching Positive Behaviour & role of Student Mentors

While each member of staff has a role in this task, specific emphasis is placed on positive and appropriate behaviour in SPHE classes. In conjunction with the Transition Year students, a student mentor system is applied with our new first year students, whereby our Transition Year students help, support and guide our new First Years. Senior school students may also be invited to work with Junior classes in order to guide and mentor the development of an understanding of appropriate behaviour in school.

Assemblies

Through regular Assemblies with each year group, school expectations will be reinforced and positive behaviours will be rewarded. In particular, Year Heads and school management utilise Assemblies as an opportunity to reiterate the school's mission. Senior students may also engage in promoting positive initiatives at Assemblies.

Please note the above list is not exhaustive.

Lunchtime Detention

Lunch time detention may be utilised by members of staff as a sanction for persistent low-level breaches of the code of behaviour including:

- Persistent lateness to morning assembly or to class.
- Persistent failure to bring required materials, texts.
- Persistent failure to wear full uniform.
- Persistent low-level disruption.

*A teacher can request a lunchtime detention to the Year Head.

Lunch time detention is normally applied to a student on the day of the incident. Should the student normally go home for lunch, a days' notice is given to allow a student to make alternative arrangements. At the discretion of the Behaviour Support Team for the specific year, having taken cognisance of the nature of the offence for which he/she is detained, a student may be put on lunch time clean-up duty. This community service activity may occur for engagement in any littering, graffiti or low-level act of vandalism.

After School Detention

Supervised After School Detention with a member of the School Leadership team will take place for an hour and half once a week at a time to be determined by the school management. **Students will be detained for four offences or one serious offence.**

Parents of students who fail to attend an After School Detention, without prior explanation or arrangement, will be contacted by the school authorities to discuss this grave offence for which a suspension may be imposed. If a student has been detained three times within the period of an academic year and then receives a fourth, the sanction of suspension may be imposed automatically.

The Time for After School Detention is 1.30 – 3.00pm on Wednesdays.

Saturday Detention/Detention during school holidays

Saturday Detention will take place when a student has had a sanction of Lunchtime and After School Detention over a short period of weeks and where the school management feels that a Saturday Detention will assist in the change of behaviour. Saturday Detention takes places from 9.30 – 12.30 on a given Saturday morning and written work will be assigned. Students must present in full uniform. It will be supervised by the Principal or Deputy Principal. This may also be a day/days during the school holidays.

Restorative Practices

In accordance with the anti-bullying policy, where the Behaviour Support Teams deem it appropriate, they will utilise Restorative Practices to help students who engage in hurtful and/or offensive behaviour take responsibility for their actions, understand the consequences of their behaviour and restore a positive relationship with those affected by their actions.

Mediation between pupils, acknowledging what has happened, what harm has been done and what can be done to put it right, apologising and finally agreeing a way forward is at the heart of this practice.

12. Sanctions

Good practice in the use of sanctions, ensures that:

- They are a part of a plan to change behaviour.
- They are used consistently.
- Students and parents know what sanctions are used in the school.
- Sanctions are proportionate.
- Sanctions are appropriate.

Thresholds for unacceptable behaviour are:

- Rights being disrespected.
- Somebody being hurt or threatened including bullying, harassment, discrimination and victimisation.
- Property threatened or damaged.
- Inability to take responsibility.
- Use of illegal substances.

The following sanctions may apply:

- Students will be reminded of the class rules.
- Students may be directed to work elsewhere in the room.
- Students may be asked to stay back and work out a solution with their teacher, or fix things up or put things right.
- Teachers send another student to the office for management support or help of another teacher.
- Parents are notified.
- Referral to Year Head or Student Support Team.
- Student Behaviour Plan implemented.
- Restorative Practice and Peer Mediation.
- Lunch or After School Detention escalates further, it may require Board of Management involvement, and, suspension or expulsion.
- Parents may be expected to accompany their child to School for a defined period to support positive changed behaviour.
- Reduced timetable with parental registration at commencement and conclusion.
- Home Detention pack and/or internal suspension
- In House Suspension or Out-of-School Time detention. (e.g. Saturday Detention)
- Students may not be permitted to take part in extracurricular activities if their behaviour/ academic performance is unacceptable leading up to the event and or their attendance at school is poor.

Please note the above list is not exhaustive.

Sanctions are applied as a choice and therefore as a logical consequence to the student's action.

Detentions

- A Lunchtime Detention takes place, where applicable, on Monday, Tuesday, Wednesday, Thursday & Friday. A Lunchtime Detention can be issued and served on the same day. Should the student normally go home for lunch, a days' notice is given to allow a student to make alternative arrangements
- **After School Detention Period normally takes place each Wednesday afternoon, 1.30 p.m. to 3.00 p.m.** Students are not allowed to leave school grounds before detention begins and should bring a packed lunch. This is supervised by the School Leadership Team and provides for students who fail to conform to the regulations of the school on a consistent basis, e.g. Four negative comments in journal, punctuality, homework, litter etc. and/or in particular cases of relatively serious indiscipline.
- Advance notice of detention will be given to the Parents/Guardians by a letter so that arrangements can be made to collect students.
- A Saturday Detention may take place on Saturday Morning from 9.30 – 12.30. Students will be required to present in full uniform. It is the responsibility of Parents/Guardians to ensure that their son/daughter attends. Failure to attend may result in a suspension.
- Regular and consistent detention may result in more serious penalties, including a Saturday Detention, suspension and/or exclusion.
- Furthermore, where deemed appropriate, School authorities may impose a 'Home Detention Pack' (a pack of written work for various subjects to be completed over a weekend) on an offending student for issues that arise, that warrant disciplinary action, at its discretion

In line with the general ethos, characteristic spirit, aims and principles set out in this code, we insist that all our interpersonal communications is such that it respects the dignity of all in our school community. The use of foul and abusive language which goes against our ethos and/or which has the effect of hurting another is not permissible and may result in disciplinary sanctions up to and including suspension.

Appointments

Parents should contact the school office to make an appointment to meet the relevant Teacher, Year Head or School Management during School hours.

13. Attendance and Punctuality

Attendance

Causeway Comprehensive School keeps a comprehensive record of the attendance of all its students. Since the introduction of the Education Welfare Act 2000, Causeway Comprehensive School is obliged to report school attendance to the National Educational Welfare Board.

School rolls are recorded every morning at 9am. in all classes by means of a computerised system. The parents of any student who does not present at this time will receive a text message stating that their child is not at school. Students who arrive at the school after 9 a.m. must sign a register in the school office stating the time of arrival and reason for their late arrival.

Any student who needs to leave school early must have a note from his/her Parent/Guardian. Parents must sign at reception when they collect their son/daughter. All parents must sign a consent form to allow their son/daughter to leave the school grounds at lunchtime to go home during lunch.

If a student is absent for more than 20 school days within a school year, Causeway Comprehensive School will notify the Education Welfare Officer in writing.

It is vital that all students attend school regularly

Punctuality

Being on time for school and class is one of the ways we show respect for each other. Students are expected to be punctual during the school day. Students are encouraged to be punctual by regular reminders from their Year Head of the importance of punctuality. Access to lockers is prohibited between classes and should only take place before 9 a.m. and at break times. The school's disciplinary procedures will be employed to encourage respectful timekeeping.

14. School Mobile Phone /Technology Policy

Students are discouraged from bringing mobile phones/ smart phones to school as contact between home and school may be made through the school office. However, if it is necessary to bring phones to school, **they must be powered off while on the school premises** and placed in the student's locker, school bag or school trousers.

This means:

If a student is in possession of their phone in each of their classes, they must on entering the room, place the phone (turned off) in the phone holder on the teacher's desk for the duration of the class. When the class is over, each student can collect their phone from the teacher's desk before leaving the room. This will be done in all classes.

Students who have left their phone in their locker, maybe asked to confirm this.

The use of mobile phones, smartwatches, Headphones, wireless earphones & personal electronic equipment is prohibited on school building/grounds including classrooms, study halls and during formal school activities, a sanction may be applied.

Student's personal laptops/devices (which is not managed by the school IT systems) cannot have access to the school internet/Wi-Fi.

Where a mobile phone etc. is discovered during a class period, or outside of class time, the instrument will be confiscated immediately (including the Sim Card).

Exemptions:

1. CBAs & Senior Cycle Projects:

Due to the lack of Laptops avail at one time, the following now applies....

- ***Phones are only to be used for research purposes for CBAs in 2nd & 3rd year classes and only when directed by a teacher for a short period of class time.*** Phones should be returned to teacher's desk and powered off as normal.
- Also, phones are only to be used for research purposes for Senior Cycle project work in 5th & 6th year classes and only when directed by a teacher for a short period of class time. Phones should be returned to teacher's desk and powered off as normal.
- Use of phones under these circumstances can only be used when the actual subject teacher is in the room.

2. Medical Exemptions

Students may be allowed to carry or use a mobile phone where it is required to support a **medical need**.

Examples include:

- A student with a medical condition that uses an app or device requiring a phone interface.
- Situations where immediate communication is medically necessary.

An **application process** for exemption requests of this type. This may involve:

- A written request from parents/guardians
 - An explanation of the medical need
 - Supporting documentation
-

3. Special Educational Needs (SEN) / Additional Needs Exemptions

Some students with **special educational needs** may require the use of a mobile phone or related device as part of their learning support, communication assistance, or safety arrangements.

- An **application process** for exemption requests of this type. Please contact school office.

4. Travel To/From School and After-School Activities

While not considered a formal "exemption," the circulars clarify that the phone ban **does not apply**:

- Before students arrive at school
- As they travel home
- Extracurricular activities

Mobile phones etc. are only allowed to be accessed at the end of the school day. Otherwise, they should be powered off.

A breach of this policy will result in the immediate confiscation of the phone and its Sim card for the rest of that school day which will be kept in the school office. A text message will be sent to parents/guardians informing them that the phone was confiscated.

The sanction for such a breach will result in the following:

a) The confiscated phone with its Sim card must then be handed in to the school office each day on arrival to school for 5 school days as well as an After School Detention will also be served as part of this sanction. Failure to submit the correct phone and Sim card will result in a further sanction.

The confiscated phone with its Sim card will be held in the school safe during the school day and can be collected each day from the school office after the last school bell.

b) A repeat offence within the school calendar, will result in the immediate confiscation of the phone and sim card during the school day for 10 school days as well as a Home Detention Pack.

A further breach will result in the school authorities informing Parents/Guardians that the student cannot bring a mobile phone on the school grounds.

Furthermore, if Mobile Phones are used in a negative manner to intimidate, discredit or bully students, school staff or others, the management of the school reserves the right to impose a serious sanction, as per the Anti-Bullying Policy, or insist that the student cannot bring their device to school.

If a student wishes to contact home during the school day, he/she can use the office phone for free.

Parents/Guardians are asked to contact the office if they wish to contact their son/daughter. The Office will ensure that contact is made. Parents/Guardians must not text or ring their child's mobile phone during the school day but can contact the school office directly.

Because:

- The Office phone is available if you need to make an essential call or if your Parents/Guardians need to contact you during School hours.
- Students who contact home via mobile do so without office knowledge and this may become a health and safety risk.
- It is important that students are in a safe environment free from distraction or bullying (through voice calls, picture texting and texting).
- Teachers are entitled to teach without interruption.
- The use of digital video/photos and other recording devices can lead to an invasion of privacy.
- Use of electronic devices can lead to isolation and limit the opportunity for socialisation.
- Use of electronic devices can increase peer pressure to have the latest model.

15. School Acceptable Use Policy

Students must never:

- Bring into school an unmonitored internet connection (USB mobile plug in device etc)
- Use any computer programs that have not been expressly permitted by the teacher.
- Be logged into any instant messaging or social networking software while in school.
- Give out their password to other students.
- Post details on the internet (chatrooms, social networking sites, blogs etc) that would personally identify them or the school either in school or at home.
- Use or download software that deliberately violates copyright rules.
- Attempt to circumvent network security or website filtering software.
- Attempt to crack network and user passwords or access restricted areas of the network.
- Send email or otherwise create digital content intended to cause offence to other students or staff.
- Download and use material from the internet for coursework without attributing credit to the source.
- Damage any school IT equipment or use any school equipment without permission.
- Students will be given the opportunity to publish material to the web. The material must not infringe on copyright. Additionally, the publishing of material deemed offensive by the school will be treated as a most serious breach of discipline.
- Material deemed inappropriate to have stored on, or accessed by PC /laptops/iPads, etc includes but is not limited to; abusive, obscene, vulgar, racist, pornographic, slanderous, hateful, threatening and sexually orientated.
- Any incidents of cyber bullying or cyber abuse should be reported to the PSB.
- The sharing of explicit images is an unacceptable and absolutely prohibited behaviour, with serious consequences & sanctions involved. This will automatically incur suspension as a sanction. However, the Board of Management will follow due process and fair procedures. All incidents involving creating, storing, or sharing explicit images of children under the age of 17 will be reported to the Gardaí and Tusla.

General Care

- Liquids and food should be kept away from the laptop or PC.
- When not in use, Laptops/iPads provided by the school should be stored in a locked locker/ storage trolley and must never be left unattended.
- Always put the laptop in a bag when transporting it any distance.
- Keyboards in ICT rooms and other ICT equipment must not be damaged, tampered with or removed.
- Internet usage at home should be supervised at all times (at random intervals).

Privacy

- The school reserves the right to inspect student laptops where deemed necessary in the interest of school/student welfare. In school spot checks may be made remotely to ensure students are on task.
- Network activity will be monitored (including email and web browsing).
- Personal files any student wishes to keep private should be kept on external storage media (memory key / cd etc) and left at home.

Virus Care

- Never open email attachments from an unknown source or of an unusual format.
- Never use disks of an uncertain origin – if in doubt ask a teacher

Contact Points

- Queries should be directed to admin@causewaycs.ie

Addictive/Intoxicating Substances

That you do not have in possession/use/sell/distribute Addictive/Intoxicating Substances.

This means:

- That you do not possess, use, distribute or sell alcohol, stimulating or illegal drinks, substances, solvents, cigarettes, vapes and liquid for vapes at any time on School campus or School related activities.

16. Use of Artificial Intelligence (AI)

The use of AI tools is permitted only where explicitly allowed by the School/SEC and must always be fully acknowledged and referenced. AI may support but must not replace a student's independent thinking, analysis, experimentation, or writing. Students and parents should understand the school's rules on using AI. Students must only submit work that is their own, and they may be asked questions to show that they understand what they have been wrote. The school's behaviour policy applies to all use of AI.

Permitted (where allowed by the School/SEC):

- Brainstorming general ideas
- Clarifying scientific or technical terminology
- Proofreading for spelling and grammar
- Assisting with organisation or formatting
- Supporting reflection on work already completed by the student

All AI use must be recorded in the learning log and referenced in the final submission.

Prohibited Use:

- Generating experimental designs, hypotheses, conclusions, or evaluations
- Producing sections of the investigation or final report
- Analysing or interpreting data on the student's behalf
- Paraphrasing or rewriting substantive student work

Failure to disclose AI use will be treated as unacknowledged source use and constitutes a breach of SEC regulations. See detail on State examinations website and school's policy on AACs

17. No Smoking/Vaping

In view of the clear and convincing evidence that smoking is injurious to health, the school urges all students not to smoke/vape. Smoking/Vaping, or the possession of cigarettes or E – cigarettes or vapes, in any part of the school building, its vicinity, or while in school uniform is prohibited.

Selling/distributing cigarettes, E-cigarettes, vapes is prohibited and deemed a serious breach of school rules/relegations. Those in breach of this rule will warrant a sanction initially and such items as cigarettes, E-cigarettes or Vapes/vapes liquid will be confiscated and disposed of immediately. Please note that following two offences, a suspension will be considered. Alternatively, or in addition, a bond of €100 may be required by the school authorities, as a promise of full compliance with this rule. A repeat of a smoking/vaping offence following this agreement will lead to the forfeit of same, by the student. However, should the student keep to his/her promise and not indulge in smoking/vaping activities over a defined period, the bond will be returned in full.

It is illegal to smoke on school premises & grounds (Public Health (Tobacco) Act 2002). The Act states that fines up to €3,000 can be incurred by persons in a prohibited area.

Because:

- The use and sale of addictive substances is a Health and Safety issue.
- The school is responsible for the protection and safety of all the School community.
- It is illegal and is strictly forbidden - If anyone is found in possession of illegal substances, Parents/Guardians and Gardaí will be contacted immediately.

Objects likely to cause injury or harm

This means:

- Any object likely to cause injury such as knives, guns, or other types of weaponry are not permitted on school grounds or on any school related activity.

Because:

- Such objects can present a serious threat to the Health and Safety of the School community.

18. School Health & Safety Procedures

Health and Safety

Our Safety statement is a written programme of the school's commitment to safeguard the safety, health and welfare of staff (teaching and non-teaching) while they work, and the safety and health of other people who might be affected by work activities in the school including visitors, Parents/Guardians and pupils. In essence, the safety statement details how the safety, health and welfare of staff, pupils, visitors and contractors are managed by the school.

Everybody in the school has a role to play in ensuring good safety, health and welfare within the school; this includes pupils, visitors and contractors. Established health and safety legislation and common law duties of care set down specific requirements for employers and employees. Managing safety and health effectively brings with it huge benefits.

When good systems are in place to prevent accidents, injury and ill-health to staff, pupils and visitors at a school, the whole school becomes a better place in which to work and learn. The school operates the following code.

“Spot it, sort it, can't sort it, report it.”

Safety and Order – Indoors

When in the School buildings, students should not run, but walk. Care should be taken not to push or jostle others. Unauthorised entry to classrooms and laboratories is prohibited. Students must not enter classrooms unless accompanied by a teacher.

Safety and Order – Outdoors

- Walking on the grassed areas of the grounds is strictly forbidden and students should use the footpaths that are provided. Take care to observe Road Safety regulations. Use 'Safe Cross Code' when crossing the road.
- Loitering in the playing fields is forbidden. Access to the GAA pitch is only allowed when permitted by the School Management.
- Cycling is strictly forbidden on School grounds. All students who use a bicycle to travel to and from School must wear cycle helmets. Students who are cycling to school, must leave their bikes in the approved bike stand area during school hours.
- Students must **not enter out of bounds areas within the school grounds.**

Safety Regulations

Students should behave in such a way as to protect the Health and Safety of each person in the school.

In particular:

- Students are expected to exercise reasonable care to ensure their own safety and the safety of others.
- Students should familiarise themselves with the emergency exit routes for each room that they use.
- Students should obey all safety instructions given by the staff of the school.
- Students must not interfere with the safety equipment such as fire extinguishers, alarm bells or fire hose reels.
- Students are expected not to litter the school, as this can be a serious health and environmental hazard.
- ***Accidents must be reported immediately to the teacher in charge.***

Property

Students are expected to show care at all times for property, fixtures and fittings of the school.

Sanctions relating to Damage of Property

Accidental damage will be charged to the student and his/her parents or guardians. Defacement of school property or the property of any member of staff, visitors or other students will be referred to the Year Head under extreme violations. The student will clean the graffiti or pay to have the cleaning done and/or pay to have the damage to property repaired.

Student Drivers

Only students whose parents have signed the required documentation are allowed to bring a vehicle into the school grounds. Students who drive to school are requested to supply evidence of a valid full driving licence and insurance policy in order to park their vehicle on school grounds. Students who drive must only park in a designated area.(lower car park)

The school encourages Parents/Guardians and students to at all times uphold and comply with all road traffic legislation. The school accepts no liability whatsoever for any loss or damage howsoever arising from a student bringing a vehicle to school.

Students will not have access to cars during the school day (including breaks and lunch) and **must hand in car keys to the school office on arrival to school** and may collect them at the end of the school day. Students who park their vehicle on school grounds without written permission from the school, may have their vehicle removed by gardai or by an approved tow truck.

Please note that if a student is driving other students to school and /or away from school in their vehicle, He/she must first submit to the school office, written permission from both sets of parents giving such permission.

Healthy Eating Policy

Students are expected to adhere to the school's healthy eating policy. Causeway Comprehensive School is a HSE approved Health Promoting School. Therefore, items such as confectionary and soft drinks will not be permitted on school grounds unless approved by school management e.g. Treat Day once a month or a class party. Items of this nature will be confiscated and returned after school.

18. Homework

Homework is a valuable part of the learning process and contributes to the development of sound study skills. It consolidates the work done in class and promotes independent learning and organisational skills. Homework is given on a regular basis. Students record homework in their Homework Journal. If the students are absent from class as a result of participating in extracurricular activities, it is their own responsibility to address the work missed.

As a general guideline, the following is the recommended time that students should spend on homework/study per night:

1 st Year students	1.5 hours
2 nd Year students	2 hours
3 rd Year students	2.5 hours
5 th Year students (Leaving cert. Year 1)	2.5 to 3 hours
6 th Year students (Leaving cert. Year 2)	3 hours +

Students are advised to incorporate an element of exam revision into their study timetable.

19. House Exams

- All students are expected to sit all in-house exams (including Pre Exams (Mocks) in 3rd & 6th year). Progression to the following year cannot be guaranteed without compliance.
- Students sitting exams are not allowed to leave the examination hall until the exam is over and permission is given.
- If a student requires to visit the toilet during the exam, they must leave their phone on the desk before leaving, they must also sign a "sign out book". As per the state exam rules, students cannot leave the exam hall in the first 30 mins of the exam as well as the last 30 mins.
- Smart watches are not allowed in any exam centre and should be left at home.

20. State Examinations

The State Examinations at Junior Cycle and Leaving Certificate take place in June each year. Throughout the year the exam secretary will be providing you with very important information regarding these examinations, please pay close attention. Information regarding examinations is also available on www.examinations.ie.

Changing Levels

In relation to the Junior Cycle Exams, it is very important that students decide on which level they are taking when filling in the official form which will be distributed by the Exam Secretary. After this form is completed, students may only change level by completing a form which is available from the Exam Secretary and this must be filled in, signed by the student, parent/guardian and teacher and then returned to the Exam secretary.

Students will not be allowed to change level on the day of the exam.

Leaving Certificate Exam: Students may change levels but are encouraged to make an informed decision as early as possible to allow them to prepare as best they can. Often Higher and Ordinary level papers can be quite different.

During the Examination

Normal school rules apply for the duration of the examinations. Students are required to wear full school uniform. Students should note the following:

- When called, students should move to the exam centre in a quiet and orderly fashion.
- Students should be at the centre 30 minutes before the first exam and 15 minutes thereafter.
- Students may not wait outside an examination centre.
- Mobile phones/smart watches are absolutely forbidden in the exam centre.
- Students should have consideration for fellow students throughout the exam. If you have finished early DO NOT wait close to a centre and remain quiet until you are away from a centre where an exam is taking place.

Suspension and Expulsion

See School Office for Policy or school website
