

St David's CBS Revised Code of Behaviour



Revised Code of Behaviour of St. David's CBS

School Address: Artane, Dublin 5

Roll number: 60471F

School Patron: The Edmund Rice Schools Trust

Code of Behaviour

St David's C.B.S. is a voluntary secondary school for boys. We have an enrolment of circa 500 students. Our school is a Catholic school operating under the patronage of The Edmund Rice Trust (E.R.S.T.). The ethos of St David's is based on the vision and values of the E.R.S.T. Charter encompassing a spirit of partnership, nurturing faith, excelling in teaching and learning, creating community and inspiring leadership.

1.1 Introduction

St David's C.B.S., through its **Code of Behaviour**, affirms the right of all its pupils to a disruption free learning environment. The school's **Code of Behaviour** primarily promotes a safe and supportive learning environment in which all members of the school are encouraged to develop their maximum potential. It aims to promote good behaviour through encouraging its pupils to have due regard for their fellow pupils, teachers, staff and environment. The staff (including non-teaching staff) contribute towards good behaviour by creating a positive environment which fosters feelings of acceptance and achievement, and which encourages good interpersonal relations. Desirable behaviour, whether on an individual or a collective basis, is recognised and praised. All forms of pupil attainment are promoted through a 'Merit System.' The **Code of Behaviour** aims to embrace a philosophy at both an individual and whole-school level of continuous improvement. To be successful, the **Code of Behaviour** must be applied consistently and firmly. The Board of Management will regularly review its **Code of Behaviour**. The **Code of Behaviour** will be provided on enrolment. The pupil and his parent(s)/guardian(s)/carer must read it carefully and sign in the space provided to indicate its acceptance. Enrolment in the school is conditional upon acceptance of the **Code of Behaviour**. The **Code of Behaviour** is available from the school upon request and is on the school website.

1.2 Scope

This policy applies to all our pupils during the school day, as they travel to and from St David's C.B.S. and whilst on school related activities. This policy outlines that if a student is recognisable as a student of St David's C.B.S. (before and after school whilst wearing the school uniform) then the school will support a resolution of the issue, reserving the right to uphold the school's good name.

1.3 School Mission Statement

St David's C.B.S. is a Catholic school, promoting Christian values that provides opportunities for every student to achieve his full potential in academic, artistic, social and sporting spheres in an atmosphere that promotes responsibility, tolerance and respect for others.

1.3.1 Relationship to Mission Statement

This policy has been developed in line with the Mission Statement of St David's C.B.S.

Our school promotes an atmosphere that is caring and safe. The school's **Code of Behaviour** is based on mutual respect to ensure that teaching and learning can flourish.

1.4 Rationale

This policy seeks to afford all of the pupils and staff a safe environment conducive to teaching and learning. The successful education of all pupils depends on an active three-way partnership between pupils, parents/guardians/carers and the school. Each has rights and responsibilities.

The **Code of Behaviour** was formulated in accordance with Section 23 of the Education (Welfare) Act 2000. It was agreed by the Board of Management after consulting with:

- The Principal
- The Staff
- The Parents' Association
- The Students, represented by the Students' Council

1.5 Objectives

Our objectives are to:

- Clarify expectations of behaviour and to outline the rewards, sanctions and interventions
- Ensure that teaching and learning can take place without disruption
- Make students, parents/guardians/carers and teachers aware of procedures for dealing with misconduct and infringement of school rules
- Encourage students to take personal responsibility
- Focusing on the promotion of good behaviour

- Recognising educational vulnerability
- Attending to the welfare of students

2.0 Policy Content

In line with National Educational Welfare Boards (NEWB) guidelines for schools, the **Code of Behaviour** is divided into the following sections:

1. Understanding behaviour
2. Whole school approach to behaviour
3. Setting standards of behaviour
4. Promoting good behaviour
5. Responding to inappropriate behaviour:
 - a) Preventative measures
 - b) Sanctions
 - c) List of sanctions
 - d) Ladder of referral
6. Implementing the code of behaviour
7. Roles
8. Suspensions and expulsions

2.1 Understanding Behaviour

Teachers, parents/guardians/carers and students need a shared understanding of the factors that influence behaviour. Behaviour has meaning. It is not random. It serves a purpose and has goals. Behaviour can be learned. This means it can change. Effective teaching and learning are closely linked to good behaviour. What teachers, other adults and other students do in response to a student's behaviour is critical in influencing the choices students make and how they behave. Positive acknowledgement promotes good behaviour. The quality of relationships affects behaviour.

Influences on Behaviour (within-person factors)

- Age and stage of development
- Personality and temperament
- Personal history and experience
- Physical, sensory or medical characteristics

- Skills and ability to learn
- Beliefs about self or others
- Resilience and self efficacy

Influences on Behaviour (external and interpersonal factors)

- Parental and family patterns and relationships
- Social networks, friends and peer groups
- Neighbourhood and community
- School
- Substance abuse
- Social Media

The school communicates with parents in the following ways:

1. The holding of an annual parent/teacher meeting for each year group
2. Autumn, Christmas, Spring and Summer reports available on VS Ware
3. Through letters sent under the Care Room/ VS Ware system
4. Notes sent by individual teachers in the school journal
5. SMS text messaging to mobile phone numbers provided by parent(s)/guardian(s)
6. VS Ware system
7. School app
8. Email
9. Twitter
10. Meetings with teachers, principal and deputy principal by appointment
11. The holding of an introductory meeting for parents/guardians of incoming 1st year students each year
12. Meetings for parents/guardians of individual year groups on different aspects of their son's development e.g. homework, routine, social media and their general well- being
13. Meeting for 1st year parents and guardians with the Home School Liaison Teacher
14. Parents' Council monthly meetings
15. SEN Co-ordinator
16. Behaviour Co-ordinator
17. BFL teacher
18. School Completion Programme
19. School Guidance Counsellor

20. Attendance at parent/teacher meetings is encouraged.
21. Discussions are centred on the progress of the student and take place in a respectful manner.

2.2 Whole School Approach to Behaviour

The **Code of Behaviour** describes the schools expectations about how each member of the school community (staff, students and parents/guardians) will help make the school a place where teaching and learning can flourish.

The elements of a whole school approach to behaviour include:

- An ethos, policies and practices that are in harmony
- Teamwork approach to behaviour
- A whole school approach to curriculum and classroom management
- An inclusive and involved school community
- Ensuring that break-times are well supervised both in terms of time keeping and behaviour
- Ensuring that extra-curricular and co-curricular activities are given the time and energy to be beneficial to the students while upholding the **Code of Behaviour**

2.3 Setting Standards of Behaviour

In St David's C.B.S., we recognise the need for intervention and support for pupils experiencing difficulties for whatever reason. Any of the following may be involved:

- Principal
- Deputy Principal
- Behaviour Co-ordinator
- Year Head
- Class Tutor
- Subject Teacher
- Mentor (where appropriate)
- Guidance Counsellor
- Pastoral Care Team
- Learning Support Team
- NEPS Psychologist (National Education Psychological Services)

- Critical Incident Team
- NEWB (National Education Welfare Board)
- HSE (Health Service Executive)
- NCSE
- Behaviour for Learning Teacher
- Mindfulness lessons and meditation classes
- Chaplain
- Any other relevant support body
- Restorative Practice
- SENCO

Intervention may take place at any stage with/without the support and knowledge of parents/guardians/carers.

2.4 Promoting Good Behaviour

The main goal of the code is to promote good behaviour. School management and staff foster a school ethos; policies and practices that help promote positive behaviour and prevent inappropriate behaviour.

Strategies for promoting good behaviour at class and school level include:

- Positive everyday interactions between teachers and students
- Good school and class routines
- Clear boundaries and rules for students
- Setting high standards for students' behaviour which are clear and consistent
- Class routine is explained to students * (See pg. 13)
- Positive Expectations are presented to students * (See pg. 14)
- Adults model the behaviour that is expected from the students
- Helping students to recognise and affirm good learning behaviour
- Exploring with students how people should treat each other

2.4.1 Celebration of Good Behaviour and Achievement

- Verbal praise
- Written praise
- Display of work
- Phone call home

- Text message home
- Email home
- Assembly mention
- Exceptional work visit to Principal/Deputy Principal
- Certificates of Achievement
- Involving students in the preparation of the school and classroom rules
- Student of the month for each class group nominated by class tutor
- Merits

2.4.2 The Merit System

The Merit System has been established to acknowledge and encourage hard work, commitment, enthusiasm, leadership qualities, sporting skills, artistic flair, musical talent or any other laudable qualities not measured by the examination process. Encouragement is vital to success and achievement in life. Our **Merit System** is a unique and successful at emphasising the value of good personal characteristics and publicly rewarding them.

2.4.3 Sports Awards

Every year an awards ceremony is held to celebrate sporting achievements during the school year.

2.4.4 Individual Class Awards

Three students receive awards in each class based on the previous year's performance, participation and behaviour. Individual class tutors and core-subject teachers select the candidates for an award.

2.4.5 Transition Year Graduation Ceremony

The TY Co-ordinator presents students of TY with awards for a number of achievements based on a range of activities both academic and non-academic.

In addition, students are encouraged to participate in the GAISCE Awards. Those TY students who assist with parent/teacher meetings throughout the year can apply as exam attendants during the Leaving Certificate and Junior Certificate Examinations as a reward.

2.4.6 Leaving Certificate Graduation Ceremony

Teachers of sixth year students are involved in selecting the Leaving Certificate ‘Student of the Year’ at the Graduation Mass. Allied Irish Bank sponsors certificates and vouchers for up to 3 nominees for the Principal’s Awards. A number of Leaving Certificate students also receive certificates of ‘Distinction.’

2.4.7 DCU Access Awards

The DCU Access Programme awards the achievements and efforts of our 3rd year students each year in DCU. Twenty students in total are selected from the following categories, Academic, Sport, Community, Arts and Exceptional Nomination.

2.5 Awards in St. David’s

Annually we hold the St David’s Student Excellence Awards. It is held in the second last week of the Summer Term. There are currently four categories of Awards.

1. Tutor Nominated Awards
2. Attendance Awards
3. Volunteering Awards
4. Merit Awards

2.5.1 Tutor Nominated Awards

Students are picked by their class tutors to receive awards. Tutors are asked to take into consideration the following while nominating students; consistent excellent/very good work, academic achievement, good behaviour, excellent attendance, students who always work hard and try their best consistently, most improved student. It is important within each class to recognise and affirm positive behaviour and excellent work of students.

2.5.2 Attendance Awards

These awards are given to students with excellent attendance as recorded on VS ware.

Attendance is the first step to succeeding. We want to encourage a culture of full attendance and so rewarding students who have excellent attendance is very important.

2.5.3 Volunteering Awards

These awards are given to students who have given of their own time and volunteered for various activities in the community. We want to encourage our students to be active in their communities by rewarding them for volunteer work.

2.5.4 Merit Awards

This award is for the student with the most merits in each year. This is calculated by looking at the number of merits and care rooms. If a student has received care rooms the number of care rooms is taken into account and may affect their eligibility for the award.

2.5.4 Excellence Awards

The St. David's Student Excellence Awards is our chance to celebrate Excellence within our School Community. It is a day when all the elements of our school are represented as students, parents and teachers are present. Students get a certificate/plaque/voucher depending on the award and get their photos taken.

2.6 Responding to Inappropriate Behaviour

It is the responsibility of our school to maintain a classroom and school environment which is supportive of the learning of every student in the school and which ensures continuity of instruction for them. We are constantly striving for excellent behaviour, but sometimes despite our best efforts, inappropriate behaviour occurs. Where a student's unacceptable behaviour impacts negatively on teaching and learning or has potentially a negative effect on the health and safety of other students, the school authorities have to address the impact of this behaviour. The school expects the support of students' parents and guardians when it has to respond to inappropriate behaviour. Some measures that can help prevent inappropriate behaviour taking place are outlined below.

2.6.1 Preventative measures

- Emphasis on positive behaviour
- Meeting for parents/guardians for incoming first years with in-depth explanation of our code of behaviour
- Code of behaviour in each student's journal to be signed by parents/guardians and the student
- Parents / guardians of new students are issued with a separate copy of the code
- At the beginning of every school year, the code is explained to each class in the school
- Regular assemblies occur where the Code of Behaviour is frequently referred to
- During Friendship Week, classes are surveyed and taught about issues of bullying etc.
- There is a culture of telling and openness in St David's C.B.S., where issues occur in relation to bullying, harassment or other inappropriate behaviours. Students are encouraged to tell an adult with whom they feel comfortable.
- Restorative Practice is adopted for all cases of bullying or harassment in the school
- Chaplain and BFL teachers deliver an ERST Positive Behaviour Presentation reinforcing Positive Behaviour Expectations at junior level.

2.6.2 Sanctions

Sanctions are sometimes necessary to discourage unacceptable behaviour. Sanctions should be flexible to take account of individual circumstances and must be graded according to the seriousness of the misbehaviour. From time to time it can emerge that the pupil causing difficulties in class, does so in response to significant problems outside the school. While this will be taken into consideration, the priority is that the behaviour of students should not impinge on the learning process of other students. The objective of a sanction is to help the student to learn that:

- Their behaviour is unacceptable
- They have choices about their own behaviour and that all choices have consequences
- They must recognise the effect of their behaviour on others
- They must take responsibility for their own behaviour

Where necessary, the school may apply sanctions in response to inappropriate behaviour that takes place outside the school grounds and outside of school hours.

2.6.3 List of Responses to Inappropriate Behaviour

The following strategies may be used to show disapproval of unacceptable behaviour:

- Reasoning with the pupil
- Verbal reprimand from the teacher
- Proximity
- Instructing a student to move to another seat in the classroom
- Note in journal to be signed by parent/guardian/carer
- Assigned work/work sheets (appropriate to student's ability)
- Carrying out a useful task in the school
- Sent to the Care Room (journals should be stamped in the Care Room)
- 'On Report'
- Communication with parents/guardian/carer by phone/SMS or meeting
- Referral to Year Head
- Referral to Behaviour Co-ordinator
- Referral to NCSE Behaviour for Learning teacher
- Guidance Counsellor
- Chaplain
- Mediation
- Pastoral Care Team
- Exclusion from class(es)
- Detention
- Withdrawal of privileges (school trips, field trips)
- Referral to Deputy Principal
- Referral to Principal
- In certain circumstances, when a student is in breach of school regulations, a parent/guardian/carer will be required to collect their child, or have their child collected from the school
- Suspension
- Formal Report to the Board of Management
- Exclusion from school

2.7 Behaviour Pathway

As part of the whole-school approach St David's has an agreed ladder of intervention in response to inappropriate behaviour. Primarily, the teacher manages behaviour at classroom level. However, the more serious the breach of behaviour is, the higher up the ladder it is dealt with. See below the different levels in the operation of our Behaviour System.

	Examples of poor behaviour (This is not an exhaustive list)	Sanction
<u>Level 1</u> Minor Classroom infractions	Minor disruption to teaching and learning First time no PE Gear	Normal classroom management techniques Assignment given and recorded on VSWare (0)
<u>Level 2</u> Rule infractions	Late for school/ class (less than 1 hr) No homework No PE gear (more than once a term) Disruption to teaching and learning Disruptive behaviour on corridor/yard Serious disruption/misbehaviour Breach of uniform	Assignment given by CR teacher and recorded in late book. VSWare entry (0) See HW Pathway on next page Assignment given by teacher and VSWare entry (-1) Assignment given by classroom teacher and VSWare entry (-2) Detention
<u>Level 3</u> Serious breach of school rules	Failure to complete assignments from level 2 Leaving school without permission Late for school (more than 1hr)	Referred to Year Head for Detention VSWare entry (-2) and Detention
<u>Level 4</u> Very serious breaches of school Code of Behaviour	Failure to complete detention Serious bullying (involving violence or physical intimidation) Fighting Aggressive behaviour towards teacher Using bad language towards teacher	Suspension. Assigned work may be given to be completed at home

Notes

1. The Year Heads will monitor the VSware mail and entry points.
2. On completion of the suspension the student and their parents/guardian meet the Behaviour Co-Ordinator(s), and on return to class he must return completed assignments where applicable.
3. When a student is absent for detention they must complete their detention on their return day to school.

St. David's CBS Homework Pathway

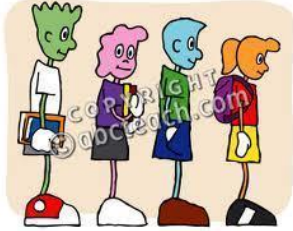
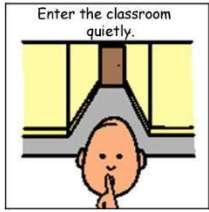
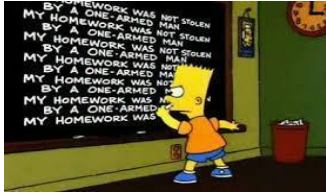
Homework is an integral part of teaching and learning, solidifying what the student has learned in each of his classes for that day.

Students who repeatedly do not complete homework will follow the behaviour pathway (receiving a VSWare behaviour entry (0) and additional work to be completed at home before the next class). Students will follow the system outlined below until the assigned work/homework is completed.

DAY 1	• For the 1st day of not producing HW, teachers will give the students the opportunity to do their homework again, or to do an assignment, for the following day. • This will be recorded on the students' VSware as a behaviour entry of 0.
DAY 2	• If on the 2nd day the student still hasn't completed the homework/assignment, the teacher will contact the Year Head and the student will be entered for a 1 hour Friday detention. • The homework/assignment (as well as additional work) will be completed during this 1 hour Friday detention. (1pm - 2pm) • Students who receive multiple detentions within the same week will be entered into Friday detention <u>and</u> must complete the homework club with the BFL teacher on Tuesday and Thursday. • Students not present for Friday detention (but produce a note explaining their absence on their return to school) will complete the detention on the day they return to school. • Students not present for Friday detention (and fail to produce a note explaining their absence on their return to school) will be suspended for one day with additional work assigned.

*** Classroom Management is a central part of our Behaviour Pathway to promote a Positive Learning Environment for all students**

Our Classroom Routine: 6 steps to a Positive Learning Environment

Step	Instruction	What does it look like
1	Please line up in single file and wait for your teacher	
2	Enter the classroom quietly and go to your seat	
3	Take out everything you need for the class-Books, Journal, Copies and pencil case	
4	Remove your jacket and tuck your bag neatly under your desk	
5	Thank you for putting up your hands in class	
6	Homework is written into Journal	

***Our Behaviour Pathway promotes positive behaviour at all times. All interactions within the school community are guided by our ethos and positive expectations set out below.**

Positive Expectations

EXPECTATION	CLASSROOM	CORRIDORS	LUNCHROOM	LOCKERS	TOILETS	Outside Areas
Be Responsible	Take down and complete H/W Ask for help when needed	Walk on the left handside Line up in single file outside classroom	Tidy up after yourself Enjoy your food In a nice clean environment	Lock your locker Keep your locker tidy	Report any issues to staff Ask permission and get journal signed Return to class promptly	Be responsible for your own litter Lock your bike in the designated area.
Be Respectful	Use appropriate language One Voice Leave room as you would expect to find it	Be respectful of people's space and belongings Follow staff requests Food and drink must only be consumed in the lunchroom and outside of building	Queue up in an orderly manner Say please and thank you Respect furniture	Respect your own property Respect other people's property Respect other people's space	Keep the area clean Flush toilet and wash hands Respect the fixtures and fittings	Dispose of litter properly Respect the gym equipment Be mindful that the school is in a residential area
Be Prepared	Have material and equipment Follow health and safety rules	Use lockers at agreed time Go directly to your next class	Put litter in bins provided Always wait your turn	Be on time Secure your locker	Avoid using class times for toilet breaks	To follow staff instruction

Level 1: Classroom Management

Classroom management encompasses all the necessary steps to maximise teaching and learning for everyone within the class. In addition to our Classroom Routine and Positive Expectations to support excellence in teaching and learning, the teacher will: (but does not limit the teacher to)

- Check for full uniform and shoes/runners
- Check notes for previous absence
- Check notes for late students
- Check homework
- Constant reinforcement of school rules and school policies
- Administering assigned work for students not following the school rules.

Minor misbehaviours that cause disruption to teaching and learning can be dealt with by the teacher using normal classroom management techniques such as proximity, verbal warning or moving a student etc. Students who fail to do their homework will be asked to complete the work for the next class and/or receive additional work. Students who are late to school will receive an assignment from the carerom teacher.

Level 2: Low level school infractions

Should the normal classroom management prove ineffective, the situation can be moved to a level 2 response. Examples of Level 2 misbehaviours include not completing Level 1 assignments, failing to bring in PE gear more than once in a term, disruption to class, disruptive behaviour on yard/corridor and incorrect uniform. At this level, the student will be entered into the VS Ware system (-1) and will follow the Behaviour Pathway. Serious disruptive behaviour will result in a VS ware entry of (-2) and assigned work provided.

Level 3: Repeated or more serious infraction

If a student fails to complete the assigned work from level 2, they will move to level 3 and will be referred to their Year Head for a detention the following Friday.

Level 4: Serious breach of school rules

Level 4 transgressions relate to a very serious breach of the school Code of Behaviour. Examples might include such incidents as a student failing to complete detention, fighting or serious incidents of bullying or using aggressive or foul language towards the teacher.

Students on level 4 will be suspended from school and a meeting will take place with their parent/guardian and the principal/deputy principal/behaviour co-ordinator.

2.7.1. Support measures for all students in the Behavioural Pathway

- Subject teacher acts as a role model to all students and promotes positive expectations at all times. Students are provided with a safe learning environment to excel fully in their subject. Subject teacher is aware of students ability and class work/homework and assigned work is differentiated accordingly.
- Class Tutor acts in a pastoral role to all students. They promote positive behaviour at all times for all students to flourish and are aware of students' varying needs. The class tutor will identify any student of concern within the behaviour pathway and refer to the class group's year head.
- Year Head will monitor VSWare entries and refer students where there is an accumulation of VS Ware entries to the appropriate support i.e Pastoral Care Team, GC, BFL Teacher, SEN team, Behaviour Coordinator, homework club, afterschool study and management.
- BFL Teacher will provide a reflection sheet to referred students to ascertain why the student is not completing homework, assigned work or meeting positive expectations of the school. Subsequently students will be referred to the appropriate support such as BFL for homework club, SEN department, GC, pastoral care team or year head.
- Students who have additional needs and are accumulating additional assignments or display repeated no homeworks, will be referred to the SEN team.
- The SEN department during resource hours will meet with students identified and they will provide a new assignment to replace work assigned by their subject teacher. This will be signed by the resource teacher.

2.8 Whole School Standards

It is imperative that students maintain high standards in relation to issues such as homework, uniform, punctuality and the use of mobile phones.

2.8.1 Uniform Policy

1. Black shoes/black runners
2. Grey trousers
3. Maroon jumper with school crest (Juniors)/ Black jumper with school crest (Seniors)
4. Blue shirt
5. School jacket/Black Jacket
6. P. E. gear for the required class only. (students own tracksuit and runners)

Students without uniforms must have a note explaining the reason. This note will normally stand for **one day only per term**. Repeated notes for non-uniform will not be accepted and the student will enter the behaviour pathway. Students who are not wearing the correct uniform, without a note, will receive a detention and the offence will be recorded in the school journal. He will follow the system until the work is completed.

At the discretion of the principal, students may be sent home for continued repeated offences.

Physical Education is an integral part of your son's education and improves his physical and mental health. PE gear must be brought in so he can fully participate in the class. Students who cannot participate in class for a legitimate reason must bring with them a note to explain why. This note will normally stand for one class only per term. Repeated notes for not bringing in P.E. gear will not be accepted, unless certified by a doctor, and the student will enter the behaviour pathway.

2.8.2 Punctuality

Students should ensure that they allow sufficient time to get to school. If a student arrives late to school, he is required to have a note of explanation. It is understood that occasionally students may be late due to external factors such as traffic, buses etc. **Only one note of explanation will be accepted per week**. All students who are late must report directly to the carer room.

First late in the week (with a parental note)	Students will get the note signed by the carerom teacher and will then go to class. No further sanction required. The classroom teacher will check that the note is signed.
First late in the week (without a parental note)	Students will receive an assignment from the carerom teacher. A record of assigned work will be recorded in the carerom, and on VShare, and students will return this assignment the following day to the supervising teacher in the carerom.
Further late in the week (with or without a parental note)	Students will report to the carerom and will receive assigned work from the carerom teacher.
More than 1 hr late without note	VShare entry (-2) and Detention

If a student fails to return the assigned work on the following day of school, he will be required to complete a Friday detention.

2.8.3 Mobile Phone

Students must abide by the school policy on mobile devices (see school website for further details and sanctions).

- Students caught using their phones without permission will have the phone confiscated and the phone will be returned to the Parent/Guardian at the end of the following day
- For a second offence, the phone will be confiscated and returned to the Parent/Guardian after 3 school days
- For a third offence, the phone will be confiscated and returned to the Parent/Guardian after 5 school days
- If the problem occurs again, the phone will not be returned until the end of the school term
- Failure to hand over mobile phone will result in a suspension

2.8.5 Corridor/ Toilets/ Lunchroom/ Yard/ Gym

Students must abide by school rules at all times. Misbehaviour in any of the above will result in the student entering the behaviour pathway.

3.0 The Care Room System

All issues of misbehaviour will be entered on the school's VS ware system. Where a student has issues around behaviour, which is preventing teaching and learning, disrupting the class or being oppositional he will receive a - 1 vs ware entry and in serious breaches will receive a -2 VS Ware entry.

3.0.1 Summary of Care Room Process

- Having exhausted the classroom management steps, a teacher will give a misbehaving student assigned work and a 0 VS Ware entry. A student that has been given assigned work should have the full assignment completed for the next class.
- The consequence of failing to have his assignment completed will mean that it is doubled, and the carerom teacher moves the carerom to -1 VSWare entry.
- A student who comes to the following class without his assigned work completed will be put forward for detention. His teacher will notify the Year Head to refer the student for detention. The teacher must receive the assigned work after the detention is completed. If a student is absent for detention they must complete the detention on their return day to school. The Year Head will be monitoring the students progress through VSware.
- Failure of the student to complete detention will result in a suspension. The Behaviour Coordinator(s) will be contacted at this point and will liaise with the Year Head. The coordinator(s) will take over the matter from here. Students may be given further assignments to complete over the day(s) that he is suspended if this occurs he will not be accepted back into school until he has completed the assignment and has presented this to the behaviour coordinator. Teachers will also receive the outstanding work after the suspension when the student attends his first class the following week. Positive interventions & supports will be put in place to support an improved behaviour for the student.

3.1 Communication with parents

The Behaviour Pathway is there to deter students from continuing to misbehave. However, in the unlikely event that a student's behaviour continues to negatively impact his education and/ or the students around him, further communication with the parents/guardians will be required, alongside the positive interventions in place to support an improved behaviour.

The below pathway consists of two sessions within each academic year. Upon the commencement of session 2, all accumulated points will be reset to zero. However, a comprehensive record of all previous entries will be maintained on VSWare.

Session 1: August - December

Session 2: January - June

	Number of accumulated VsWare entries	Communication
Stage 1	5 entries	Email 1
Stage 2	10 entries	Meeting and Email 2 (1 day in-house suspension)
Stage 3	15 entries	Meeting and Email 3 (2 day suspension)
Stage 4	20 entries	Discipline Committee meeting (suspension)
Stage 5	25 entries	Board of Management

Stage 1 (Email)

When a student has accumulated 5 entries in the VSWare the Behaviour Coordinator(s) will send an email home to his parent(s)/Guardian(s) informing them of their son's misbehaviour. This email will explain that he needs to correct his future behaviour and to conduct himself in a way that is conducive to learning. In addition positive interventions will be communicated to parents to support an improved behaviour and participation in school. A record will be made on the student's VSWare.

Stage 2 (Meeting with Behaviour Coordinator(s))

When a student has accumulated 10 entries in the VSWare the Behaviour Coordinator(s) and the student will meet and discuss his behaviour and the reasons for his misbehaviour. The Behaviour Coordinator will email and meet with his parent(s)/Guardian(s) informing them of the accumulation of 10 entries and of 1 day in-house suspension. Positive interventions will also be communicated to parents to support an improved behaviour and participation in school. A record will be made on the student's VSWare.

Stage 3 (Meeting with Principal/Behaviour Coordinator(s))

When a student has accumulated **15** entries in the VSWare the Behaviour Coordinator(s) will recommend to the Principal that he be suspended for a maximum of two days. The suspension will be recorded on the students VSWare and the Behaviour Coordinator will email and meet with parent(s)/guardian(s) informing them of this serious situation.

Those students who are suspended may be given additional work to be completed during their suspension. Students cannot return to school until this work has been returned to the Behaviour Coordinator(s). At this meeting they will be given a “Final Warning” that if their son has 5 more care room entries he will be called before the Discipline Committee, his case examined and a recommendation will be made to the Board of Management. All students who are suspended must meet with the school counsellor to discuss the issues which led to the suspension. A student’s improved behaviour is very important to us to ensure he reaches his full potential and the school will communicate to parents how the school will continue to work positively with their son to support an improved behaviour and engagement in school life.

Stage 4 (Discipline Committee Meeting)

When a student has accumulated **20** VSWare entries a student along with his parent(s)/guardian(s) will be required to attend a Discipline Committee Meeting. The Discipline Committee is made up of the Deputy Principal and two teachers.

The Discipline Committee may recommend to the principal/Board of Management:

- Further suspension
- Suspend the student pending the next Board of Management meeting
- Conditions as to the future behaviour of the student

Positive interventions will always remain in place to support the student throughout this process.

Stage 5 (Board of Management Meeting)

When a student accumulates **25** VSWare entries the Behaviour Coordinator will contact the principal who in turn will contact the parent/guardian and arrange for the student and parent/guardian to meet with the Board of Management. At the Board meeting the Principal will outline the behavioural entries. The Parent/Guardian and student will outline their view of these misbehaviours. The Board will ask questions of the Principal,

Student and Parent/ Guardian. The Principal, Parent/Guardian and Student will leave the meeting, and the Board will decide on a course of action. This will be communicated to The Principal who will communicate the outcome to Parent/Guardian the following day.

Note 1

The Discipline Committee will make a written report to the Board of Management.

The procedure outlined above, will be followed by the authorities in St. David's and all Parent(s)/Guardian(s) will be informed of the same.

Note 2

In a situation where the Principal regards it necessary to suspend a student with immediate effect assigned work will be given. This will arise when the Principal is concerned for the safety of the students or staff involved. The school will contact the parent/guardian as soon as possible. The parents/guardian will arrange for the student to go home and they will meet with the Principal as soon as possible. At the meeting everybody will get an opportunity to speak and the student must return assigned work on his return to school. The student and parent/guardian will have an opportunity to make representations to the Principal regarding the length of suspension, which will be a maximum of 3 days - or 5 days with the approval of the Chairperson of the Board of Management

3.2 Suspensions and Expulsions

St David's C.B.S. is committed to following fair and agreed procedures when proposing to suspend a student. Where a complaint of misbehaviours communicated, the school will observe the following procedures

- Investigate the alleged misconduct
- Inform the student of the alleged misbehaviour and seek a written account from the student(s) involved
- Apply fair procedures based on principles of natural justice to the process
- Inform student and parents of the alleged breach of The Code of Behaviour
- Allow parents an opportunity to respond
- Make an objective decision based on the findings of the investigation

- Impose the sanction where appropriate
- Formal written records will be kept at all stages of the process and any conditions attached to the suspension are clearly recorded
- The authority to suspend a student has been invested to the Principal by the Board of Management and all suspensions are reported to the Board. In exceptional circumstances, with the consent of the Chairman of The Board of Management, The principal may suspend a student for 5 days. All students who have been suspended must report to the school Guidance Counsellor on their return to school. The GC will arrange to meet the student either once or on an on-going basis, depending on the student's needs and a restorative practice approach is adopted asking the student to reflect on their behaviour.
- Where misbehaviour becomes a serious problem the HCSL will visit the home or meet with a parent/guardian in school. Outside agencies such as EWB, NEPS, NCSE or CAMHS will be contacted as appropriate.
- Any suspension over 6 days will be notified to the Educational Welfare Officer.
When students are due to be suspended their parent(s)/guardian(s) will receive a phone call inviting them to arrange a meeting with the Principal/Deputy immediately. At this meeting the student's behaviour record will be discussed and parents will be afforded the opportunity to discuss and respond. The Deputy Principal will advise the Principal who will make the final decision about the length of the suspension. This decision on the length of the suspension will be made at the end of the meeting. Parents will be informed in person and by letter of the length of the suspension.
- Students may be suspended with immediate effect for reasons of the safety of students, staff or others. Parents will be informed immediately and will be obliged to collect their son or give permission for him to leave.

3.3 Exclusion Procedures and Implementation

The procedure for Exclusion is in line with TUSLA Guidelines

Consideration by The Board of Management of The Principal's recommendation

When a student is seriously in breach of school discipline the following steps will apply.

- He will be suspended for a maximum of 5 days
- His parent(s)/Guardian(s) will be contacted by phone and by letter

- The letter will contain an invitation to meet with the Board of Management to discuss the issue. The date, time and location of the meeting will be given. The letter will warn parent(s)/guardian(s) of the seriousness of the issue and whether expulsion is a possibility.
- A detailed investigation carried out under the direction of The Principal
- A recommendation to The Board of Management by The Principal
- At the Board of Management meeting the Principal will outline the allegations against the student. The student and/or his parent(s)/guardian(s) will be given an opportunity to refute the allegations. The Board members will ask whatever questions they wish. The parent(s)/guardian(s) will be given a final opportunity to comment.
- The parent(s)/guardian(s) and boy will leave. The Board of Management will discuss the issue and come to a conclusion.
- The Principal on behalf of The Board will pass on that decision to the parent(s)/guardian(s) by phone and in writing, and The Parents/Guardians should be told that The Board of Management will now inform the Educational Welfare Officer.
- The student cannot be expelled before the passage of 20 school days from the date that the EWO receives this written notification.
- Confirmation of the decision to exclude will be communicated to the Parents/Guardians and the EWO after 20 days
- If a decision to expel is taken by the Board of Management, an application form to appeal to the Department of Education & Science will be included with the letter.

3.4 Appeals

A Parent/Guardian or a student over 18 years may appeal a decision to expel to the Secretary General of the DES. An appeal may also be brought by TUSLA on behalf of a student

The Code of Behaviour will be provided on enrolment. The pupil and his parent(s)/Guardian(s)/carer must read it carefully and sign in the space provided to indicate its acceptance. Enrolment in the school is conditional upon acceptance of the **Code of Behaviour**. The **Code of Behaviour** is available from the school upon request and is on the school website.

School Rules and Rationale for the Rules

As a student of St. David's CBS, in order to benefit fully from my education, **I agree to:**

- Treat each person in school with respect and courtesy. *(Having respect for oneself and others creates a caring atmosphere and a better, more pleasant learning environment, reflecting the ethos of Edmund Rice and the ERST Charter)*
- Co-operate with my teachers and classmates in doing my work in class, listen to my teacher and get involved in all class work and follow the instructions of all Staff members. *(By following this rule students avoid disruption and promote a better teaching and learning environment. Following Teachers' instructions allows for the smooth running of the school and provides a safe and educationally rich environment for all)*
- Complete all my homework set by my teachers. *(Homework should not be a hardship but rather a privilege. Every student deserves to receive homework and must engage with it in order to reach their full potential and to embed teaching and learning that occurs throughout the school day)*
- Have all my books, school journal and equipment as required for my lessons. *(This minimises time wasting in class and ensures the smooth running of all lessons)*
- Comply with the school dress code. *(The uniform has been designed by students, for students. It represents the public image of the school and promotes uniformity, pride and equality among the student body. It is the responsibility of each member of the school community to ensure the wearing of our school uniform as it represents the public image of the school).*
- Attend school punctually on each school day and to bring in a note to explain all absences. *(Missing school seriously affects a student's learning and academic progress. Schools are legally obliged to report excessive absences.)*
- Remain on the school premises during the school day unless permission has been granted in the School Journal by parent(s)/guardian(s) or School Management. I must follow the correct sign out procedures
- Go directly and punctually from class to class during the school day. *(Not being on time causes a disruption to the Teacher and class)*
- Respect the property of others and to make good any loss or damage I cause.

- Abide by the school policy on mobile devices by not using phones or any other electronic devices for communication or recording purposes during school time. Students should not use them in class without prior permission from a staff member. *(Mobile devices can cause major disruption to teaching and learning in school. They may also be used for inappropriate use of recording and taking of photos and so impinge on the privacy of others. Such devices where visible are considered to be in use.)*
- Do nothing inside or outside the school to bring the school community into disrepute.
- Inform the school authority of any matter likely to be harmful to my welfare or that of others.
- Keep the school environment clean including the areas on approach to the school- No eating on the corridor, no littering in the estates around the school. *(Everyone deserves to come to a school which has a pleasant and clean environment. Littering shows a lack of respect for the school community.)*
- Refrain from chewing gum, smoking, using e –cigarettes or bringing any prohibited substances including alcohol and drugs into the school. *(Chewing gum damages property, Smoking is illegal and seriously damages health, Banned substances are a danger and risk to all)*
- Refrain from fighting, organising a fight or initiating fights and any other physically aggressive behaviour in school or whilst being associated with our school. *(Fighting is an antisocial behaviour which can cause serious injury and results in an automatic suspension in our school)*
- Refrain from bullying *(Bullying is repeatedly and intentionally causing hurt or harm to another person or group of people who feel helpless to respond. It causes misery and deep unhappiness to others)*

Summary of The Role of Parent(s) /Guardian(s)

In order to support our students in their education, parents and Guardians are expected to:

- Ensure excellent attendance and punctuality.
- Arrange medical appointments outside of school time where possible.
- Ensures their son wears the correct uniform.
- Write a note of explanation in the school journal (or vsware) where:
 - Their son is late.

- Their son needs to leave school for an appointment.
- Their son is returning to school having been absent.
- Their son is missing an item of uniform.
- Their son could not complete his homework.
- Provide their son with the necessary equipment for classes.
- Create a home environment where their son can study.
- Check their son's journal every day.
- Contact the school with any concerns regarding their son's learning.
- Respond to all communications from the school.
- Attending parent teacher meetings

Acceptance of the Code of Behaviour

Having read the full **Code of Behaviour** of St. David's CBS on the school website, we agree to fully adhere to this Code of Behaviour and all School Policies.

Signed: _____
 Parent 1/Guardian/Carer Date

 Parent 2/Guardian/Carer Date

 Student Date

This Policy is subject to periodic review.

Signed: Date:

(for and on behalf of the Board of Management)