

CBS Thurles



Code of Behaviour Policy

Mission Statement

'Thurles CBS is a place of learning where students are prepared for adult life, academically, emotionally, spiritually and culturally. We strive for a safe environment, free from bullying. We aim to promote the Christian values inspired by the vision of Edmund Rice. We seek to create an atmosphere of respect for the needs and talents of all members of our school community, while challenging all to reach their full potential'.

Ethos

As an Edmund Rice School, CBS Thurles seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

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

Scope

This policy applies to students of CBS Thurles and relates to all school activities on and off site, during and outside normal school hours. This policy was drawn up in consultation with all the school partners, including Board of Management, Staff, Parents/Guardians and Students, in line with guidelines issued by the NEWB.

Relationship to School's Mission, Vision, Aims

This code of behaviour encompasses the overarching philosophy of the Christian Brothers as enshrined in the ERST Charter and the school's mission statement.

This policy has at its core the care of the student. The school strives to provide a safe, secure and inclusive learning environment for the development of our students. Our school code of behaviour is based on respect for oneself, for others and for our environment, so that a positive and co-operative school atmosphere prevails.

Rationale

Many people work together in our school each day and therefore a high level of courtesy and consideration for others is necessary. Behaviour which is ill-mannered, annoying, dangerous or disruptive cannot be allowed. Our code is one that is based on the recognition of the student as an individual and yet creates an environment in which the welfare of all is protected.

The school communicates this ethos by:

- Sending all parents/guardians a copy of the School Code of Behaviour to be signed and accepted by all pupils and parents
- Informing all 1st Year students in their first month in the school that CBS Thurles does not tolerate bullying behaviour

- Publishing and displaying our school rules in the pupils' School Journal
- Dealing with the issue of bullying in the following subject areas: SPHE, CSPE, Religious Education and English
- Running a specific anti-bullying module with all year groups
- Regular assemblies which periodically make reference to the rights of all at school to feel secure, and to the School Ethos and Mission Statement outlined above

Goals/Objectives

The aims of our code of student behaviour are:

- To create a safe, secure and inclusive learning environment for all students by promoting a sense of mutual respect among all members of the school community
- To have effective procedures in place which will allow for the day-to-day running of the school and which meet the demands of current legislation
- To promote good behaviour and self-discipline
- To ensure understanding by the parents/guardians, students, staff and management of the code of behaviour and the reasons for it
- To emphasise the promotion and acknowledgement of good behaviour
- To outline the strategies to be used to prevent poor behaviour and the ways in which positive behaviour is acknowledged
- To outline the structure of fair, consistent and agreed sanctions that will be used in response to negative behaviour
- To outline the interventions to be used when a student repeatedly or seriously misbehaves. Please refer to Suspension/Expulsion Policy

Roles and Responsibilities

Our school acknowledges the contribution of all members of the school community. Each member has responsibility for the promotion of good behaviour and a role in dealing with (minimising) negative behaviour.

Students

The school expects that students will, at all times, do their best to uphold the code of behaviour of our school.

Parents/Guardians

The school acknowledges the role of parents/guardians in the development and operation of the code of behaviour and expects them to support the code and encourage their sons to uphold it.

Teachers

The school acknowledges the role of teachers in the development and operation of the code of behaviour. The school recognises that a teacher's main focus is in the area of teaching and learning, but that they also have a pivotal role to play in behaviour management and in ensuring a happy school environment. We have teachers assigned to each class and year group with special

responsibilities for operating the code: Tutors/Year Heads/Guidance Counsellor, Learning Support Teachers, Psychological Services, Chaplain, Other Agencies, Deputy Principal and Principal.

Other Staff

The school acknowledges the contribution of ancillary staff in the day-to-day running of the school. They too have a part to play in the successful delivery of our code of behaviour. In particular, they have a responsibility to report incidents of misbehaviour and examples of positive behaviour they witness.

Board of Management

The BOM is the decision-making body of the school. The school acknowledges the role of the BOM in the development and operation of our code of behaviour. All policies are developed with the authority of the BOM and must be approved by it before becoming official school policy. While it is not involved in the day-to-day procedures, it is the body to which parents/guardians and students over 18 can appeal in cases of suspension or expulsion.

Rules and Standards

The school expects that students will:

Attendance and punctuality

- **Attend school regularly and remain for the full day.**

Missing class adversely affects progress. The school places high priority on attendance and punctuality and is proactive in encouraging full attendance. Parents/guardians must inform the school of any absence by phone or via a note in the student journal upon return.

- **Be on time for every class.**

Lateness disrupts teaching and learning. Punctuality is an essential life skill that will be expected in the workplace and adult life.

Respect and conduct

- **Show respect for oneself and others in both speech and behaviour.**

Respectful conduct promotes a caring atmosphere where the rights of all students and staff are upheld.

- **Show respect for school property and make good any damage.**

Defacing or damaging school property is destructive and shows a lack of respect for the school community.

Movement and safety

- **Move quietly and in an orderly manner around the school.**

This ensures the health and safety of students and staff and allows teaching and learning to take place without unnecessary disturbance.

- **Listen to instructions and act on them appropriately.**

This assists the smooth running of the school.

- **Not chew gum or bring any to school.**

Careless disposal is unhygienic and costly to remove.

Break times and supervision

- **Go to the school yard during morning and lunchtime break, weather permitting.**

This allows students fresh air in a supervised environment.

- **Line up quietly outside the classroom until the teacher arrives.**

Orderly behaviour avoids disruption to classes already in progress.

- **Use only the rooms assigned during extracurricular activities.**

This ensures proper supervision and safety.

Mobile phones

- **Keep mobile phones powered off inside the school, except during evening extracurricular activities. Mobile phones must never be powered on or produced in toilet or changing areas. Use phone away box provided on the door of lockers.**

This avoids unnecessary disruption and protects the privacy of all members of the school community. In an emergency, contact may be made through the school office.

General conduct

- **Not engage in any practice that may be a nuisance or hazard to any member of the school community.**

This is essential for health, safety and the smooth running of the school.

- **Comply with the codes and policies referenced in the appendices.**

This facilitates the smooth running of the school for all members.

Note:

All students are expected to remain on the school premises after 8:40 am and for the duration of the school day, with the exception of Sixth Year students who may leave school grounds at lunchtime.

Positive Behaviour

To encourage positive behaviour, the school has a comprehensive structure of student supports in place, including a class tutor and year head system operating across all year groups. All students have a designated pastoral care period each week with their class tutor. The school adheres to NEWB guidelines in its code of behaviour. Positive behaviour is noted and acknowledged by various means.

Rewards

Teachers use the following methods to acknowledge and reward positive behaviour:

- Verbal praise to the student, either in class or privately
- Positive comment to class tutor or year head
- Positive note home to parents/guardians in the homework journal
- Display of student work in the classroom or a prominent place on the school premises

- Awards at Prize Night
- Announcements regarding in-school and out-of-school achievements by students, using the website, school notice boards, the school newsletter, school notices in the local paper, or the intercom
- A letter of appreciation and congratulations from the Principal/ Year head for outstanding achievement or for service to the school

Preventative Measures

The school aspires to ensure a happy, co-operative working relationship among all members of the school community.

Students are encouraged to uphold the code of behaviour through the following measures:

- **The Code of Behaviour is circulated to parents/guardians of all new entrants**, who are asked to read it and to co-operate with and support its content. This ensures that parents/guardians and students understand the school's rules, why they must be adhered to, and what procedures will be followed if rules are not upheld.
- **Admission to the school is contingent on upholding the code of behaviour** and signing off on it by both student and parents/guardians when applying to enrol in the school. This ensures shared understanding and commitment.
- **At the start of Term One each year**, as part of the induction process, each class is brought through the code of behaviour and any amendments are highlighted. This serves as a reminder following the summer break.
- **School rules and their rationale are discussed** as part of the pastoral care programme and RSE. Themes of tolerance, self-control, fairness and the principles of natural justice are explored in Religious Education.
- **If a student breaches a rule**, the reason for the rule is explained to him. This helps students understand the importance of the rules and supports their development of self-discipline.
- **Appropriate supervision** is provided throughout the school day.
- **A tutor/year head system** is in place to support students pastorally and academically.
- **Additional supports** are available, including Guidance Counsellor, Learning Support Teachers, Student Support Team, Psychological Services, Chaplain, Deputy Principal and Principal.

Strategies for Dealing with Inappropriate Behaviour

When dealing with misbehaviour, the school follows a fair, consistent and graduated response. The severity and frequency of the behaviour determine the intervention.

Sanctions for Misbehaviour

The following sanctions may be applied, depending on the nature and seriousness of the behaviour:

Level 1 – Minor Misbehaviour

- Verbal reprimand or warning
- Informal note or comment to parents/guardians via journal
- Temporary separation from peers within the classroom

- Loss of privileges (e.g. participation in school trip)
- Referral to class tutor or year head
- Prescribing additional work
- Detention

Level 2 – Serious or Repeated Misbehaviour)

- Formal note home to parents/guardians
- Meeting with parents/guardians
- Behaviour report card, monitored by class tutor or year head
- Referral to Deputy Principal or Principal
- Detention (detention runs from 3:35pm – 4:35pm; parents/guardians are notified in advance)
- Temporary withdrawal from class
- Referral to external support services (e.g. NEPS, CAMHS, Tusla)

Level 3 – Gross Misbehaviour or Persistent Serious Misbehaviour

- Formal
- Formal meeting with parents/guardians and Principal
- Suspension (in-school or external)

See separate Suspension and Expulsion Policy

- Expulsion (in extreme cases, following due process)

See separate Suspension and Expulsion Policy

Key Principles

- **Proportionality:** The sanction applied reflects the severity of the behaviour
- **Fairness and consistency:** All students are treated equitably
- **Natural justice:** Students are given an opportunity to be heard
- **Restorative practice:** Where appropriate, students are encouraged to take responsibility, repair harm and restore relationships
- **Parental partnership:** Parents/guardians are informed and involved at each stage

Upholding the code of behaviour

There may be occasions where students need help to uphold the code of behaviour. This may only require preventative measures and assistance in understanding their own behaviour and its impact on others in the school community. Parents/guardians are provided with the code of behaviour and asked to support it. Communication links are available and encouraged between home and school. The student journal and the school app are the primary means of contact. This is supplemented by parent-teacher meetings and contact with/from year-heads and school authorities to deal with any concerns and issues. Regular student council meetings are held during the year and allows an avenue of communication between students and school management.

Examples of misbehaviour

The following lists provide examples of behaviours at each level. These are illustrative, not exhaustive.

Minor Misbehaviour (Level 1)

- Arriving late to class without good reason
- Minor disruption in class
- Failure to bring required materials or complete homework
- Running in corridors
- Minor discourtesy or lack of respect
- Use of mobile phone in contravention of school rules
- Littering
- Chewing gum

Serious Misbehaviour (Level 2)

- Repeated instances of minor misbehaviour
- Disruptive behaviour that interferes with teaching and learning
- Disrespect or rudeness to staff or other students
- Use of inappropriate language
- Truancy or persistent lateness
- Dishonesty or cheating
- Damage to school property (accidental or minor deliberate)
- Breach of school uniform policy
- Smoking or vaping on or near school premises
- Leaving school premises without permission
- Failure to comply with reasonable instructions from staff

Gross Misbehaviour (Level 3)

- Aggressive, threatening or violent behaviour towards staff or students
- Serious assault or physical harm
- Persistent bullying or harassment
- Possession, use or supply of illegal substances
- Possession of weapons or items that could be used as weapons
- Theft
- Serious vandalism or deliberate damage to property
- Serious breaches of health and safety
- Behaviour that brings the school into serious disrepute
- Use of technology to harm, harass or intimidate others (cyberbullying)
- Serious defiance or refusal to comply with school authority
- Persistent serious misbehaviour following previous interventions

School Uniform

Our school has an official school uniform as this promotes a unified image of the school and also prevents peer pressure. All students are expected to wear it in full every day and it may not be modified inside or outside the school environment. The uniform reflects the image of the school and in keeping with our philosophy of developing the whole person. Neat dress and overall good presentation are essential in the training of young adults for the future. Uniform must be worn correctly at all times. The correct uniform consists of:

- Navy trousers (school regulation)
- School crested jumper
- Soft yellow shirt
- School tie
- Leather Shoes: Black, Brown or Navy. Runners or light coloured shoes are not permitted. Reason: they do not complement the uniform and to avoid peer pressure.

Notes:

- Jeans, tracksuit bottoms, shorts, hoodies and runners are not permitted as part of school uniform
- Hair must be of a natural colour and of reasonable length. Extreme hairstyles (e.g. grade zero cuts, patterns, mohawks) are not permitted
- Jewellery, except a wristwatch, is not permitted
- The school tracksuit may only be worn on days when a student has a PE class or is participating in an extracurricular activity for which the tracksuit is required

Non-compliance:

Students who do not adhere to the uniform policy may be:

- Sent home to change (with parental contact)
- Kept separate from their class group until rectified
- Subject to other sanctions as appropriate

Parents/guardians experiencing difficulty with uniform requirements should contact the year head or Principal to discuss the matter confidentially.

In all cases the school authorities are the judges of what constitutes acceptable standards of dress, hairstyle and grooming

Use of Lockers

All students are provided with a locker to facilitate storing books and school equipment. The provision of lockers is to assist students in learning about good organisation, neatness, and responsibility for equipment. Lockers also serve to reduce the overall weight of bags that have to be carried to and from school. It is important to the smooth running of the school that this service is used properly by all students and so we have drawn up a list of guidelines to which students must adhere.

- Each student is responsible for the maintenance and condition of all parts of his locker including the combination lock. Any damage to either the locker or the lock must be reported immediately and will have to be made good.
- All personal items must be put in the locker e.g. school bag and school books, P.E. gear, hurley, coat etc. Bags may be left on bag racks but must be taken home at the end of school day.
- Bags may not be left on the corridor, or brought to class.
- Students are allowed to access their lockers from before the start of the school day , during break and lunch times and at the end of the school day. They should not be at the lockers at any other time without permission.
- The locker is not to be a cause or excuse for being late for class, or for leaving classes to get books or other items.
- Students are not to loiter in locker areas, due to the shortage of space, and difficulty of supervision.
- The school reserves the right to examine the contents of lockers at any time
- At the end of each year each student is expected to empty his locker and hand all keys to the special duties post holder, responsible for lockers.

Use of Mobile Phones

If students bring their mobile phone to school it must be powered off at all times during the school day. Mobile phones must never be powered on or visible in toilet areas or changing rooms. Sanctions will apply for misuse of phones. A Phone Away box is provided to 1st, 2nd, 3rd and transition year students to store their phone during the school day. Senior year groups should keep their phone in their locker.

- If the mobile phone has to be taken from a student because it is intruding on the running of the school then, the student's parent will have to make arrangements to collect the phone from the Principal or Deputy Principal.
- Parents are requested not to contact students by mobile phone during the school day. Likewise, it is not acceptable that student's text parents during the school day.
- All messages should come through the main office. Please note that the school management does not accept responsibility for loss or damage to any phones in any circumstances

Success Criteria

The success of this Code of Behaviour will be measured by:

- A positive, respectful atmosphere throughout the school
- High levels of student attendance and punctuality
- Reduced incidents of serious misbehaviour
- Positive feedback from students, parents/guardians and staff
- Effective management of behavioural issues when they arise
- Fair and consistent application of sanctions
- Strong home-school partnerships

Implementation, Monitoring and Review

This Code of Behaviour was devised in consultation with the students, parents/guardians, staff, management and Board of Management of our school. The policy was reviewed each year from 2012. Most recently, this policy was reviewed in June 2026 and ratified by the Board on 18th June 2026.

This policy has been approved by CBS Thurles Board of Management.

Signed: Mao O'Dwyer

Date: 18th June 2026

Chairperson, Board of Management

Appendices

The following policies and documents support this Code of Behaviour and should be read in conjunction with it:

1. ERST Charter
2. School Mission Statement
3. Bi Cineálta Policy to prevent and address bullying behaviour
4. Suspension and Expulsion Policy
5. Acceptable Use Policy
6. Child Safeguarding Statement
7. Health and Safety Statement

