



A.M.D.G.

CRESCENT COLLEGE COMPREHENSIVE S.J.



CODE OF BEHAVIOUR

5th October 2020

CONTENTS

1.	MISSION STATEMENT	3
2.	IGNATIAN CONTEXT	3
3.	LEGISLATIVE CONTEXT	3
3.1	THE CONSTITUTION	3
3.2	EDUCATION (WELFARE) ACT 2000.....	3
3.3	EDUCATION ACT 1998	3
3.4	EQUAL STATUS ACT, 2000 TO 2004	4
3.5	NON-FATAL OFFENCES AGAINST THE PERSON ACT 1997	4
3.6	THE CONVENTION ON THE RIGHTS OF THE CHILD	4
3.7	OMBUDSMAN FOR CHILDREN ACT, 2002	4
3.8	THE EPSN ACT 2004	4
3.9	DISABILITY ACT 2005	4
3.10	DATA PROTECTION ACT 1988 AND AMENDED ACT, 2003	4
4.	DISSEMINATION	4
<u>PART ONE – INTRODUCTION: THE CARE AND MANAGEMENT OF PUPILS</u>		<u>5</u>
5.	THE AIMS OF THE CODE OF BEHAVIOUR	5
5.1	STANDARDS OF BEHAVIOUR EXPECTED AT CRESCENT COLLEGE COMPREHENSIVE SJ	5
5.2	HEALTH AND SAFETY CONTROL OF COVID-19 POLICY FOR STUDENTS	6
5.2.1	INTRODUCTION	6
5.2.2	SYMPTOMS	6
5.2.3.	STANDARDS OF BEHAVIOUR EXPECTED OF STUDENTS TO HELP PREVENT THE INTRODUCTION OR SPREAD OF COVID 19 IN THE SCHOOL.....	7
5.2.4	STANDARDS OF BEHAVIOUR EXPECTED OF STUDENTS.....	7
5.4	REWARDS AND INCENTIVES	8
5.5	SCHOOL RULES	8
5.6	SANCTIONS	8
5.7	PROCEDURES	8
<u>PART TWO: GENERAL REGULATIONS AND SCHOOL RULES</u>		<u>10</u>
6.	IN THE CLASSROOM	11
6.1	ATTENDANCE	11
6.2	SCHOOL UNIFORM	12
6.2.1.	PHYSICAL EDUCATION CLASS	12
6.3	TO AND FROM SCHOOL	13
6.4	SCHOOL TRIPS	13
6.5	SUPPORTERS FOR SCHOOL MATCHES OR EVENTS	13
<u>PART THREE: INTERNAL STRUCTURES AND PROCEDURES</u>		<u>14</u>
7.	ROLE OF PRINCIPAL	14
7.1.	ROLE OF DEPUTY PRINCIPALS	14
7.2	ROLE OF YEAR HEAD	14
7.3	ROLE OF FORM TUTOR	14
7.4	ROLE OF SUBJECT TEACHER:	15
7.5	ROLE OF PUPILS	15
7.6	THE ROLE OF THE PARENT	15
<u>PART FOUR: SANCTIONS</u>		<u>15</u>
8.	DETENTION	16
8.1	SUSPENSIONS AND EXPULSIONS	17
8.2	SCHOOL PROPERTY	17
8.2.1	THE PROPERTY OF PUPILS	17
8.2.2	BULLYING/HARASSMENT	18
8.2.3	VIOLENT BEHAVIOUR	18
<u>PART FIVE: PROCEDURE FOR REVIEW, MONITORING AND EVALUATION</u>		<u>18</u>
<u>CONCLUSION</u>		<u>19</u>
Appendix 1:	LETTER OF AGREEMENT	20



1. MISSION STATEMENT

Crescent College Comprehensive incorporates the characteristics of Jesuit education.

It seeks to develop each student's religious, moral social, intellectual, physical and cultural sensibilities.

As an important means of doing this, the school strives to create a strong sense of community between parents, students and teachers.

2. IGNATIAN CONTEXT

The college seeks in all it does to foster each pupil's unique talents and qualities as people of competence, conscience and compassion. The Ignatian value of the 'Magis' ('the more') animates all the interactions, activities and endeavours in a Jesuit school. By this it is meant that the teachers and students, both personally and communally, strive to attain the highest standards and make better choices in an effort to serve the 'greater good'.

Nowhere should this value be more evident than in the quality of relationships that exist within the school. Respectful behaviour and hard work are the minimum expectations. The Magis calls on all in a Jesuit school to work with a desire to be the best one can be and to interact with others in the spirit of Christian love.

3. LEGISLATIVE CONTEXT

The Education (Welfare) Act 2000 (Section 23) places an obligation on Boards of Management to prepare a Code of Behaviour in respect of students registered in the school.

3.1 The Constitution

The policy has been considered against the constitutional background from which it emerges and in particular Article 42 (Education) of Bunreacht na hEireann.

The policy has also been considered against a general legislative background but, in particular, the following pieces of legislation:

3.2 Education (Welfare) Act 2000

Section 23

3.3 Education Act 1998

Section 28

Section 29

3.4 Equal Status Act, 2000 to 2004

The school aims to promote equality and prohibit types of discrimination, harassment and related behaviour.

There are nine grounds of discrimination contained in section 3(2) of the Act. These are gender, marital status, family status, sexual orientation, religion, age, disability, race, membership of the Travelling community. The Code of Behaviour requires behaviour that respects diversity. It prohibits harassment and sexual harassment.

3.5 Non-fatal Offences against the Person Act 1997**3.6** The Convention on the Rights of the Child

School discipline is administered in a manner consistent with the human dignity of the child and in conformity with the Convention.

3.7 Ombudsman for Children Act, 2002**3.8** The EPSEN Act 2004

The EPSEN Act provides for the provision of education plans for children with special needs and states that, where possible, children with SEN will be educated "in an inclusive environment with children who do not have SEN"

3.9 Disability Act 2005**3.10** Data Protection Act 1988 and Amended Act, 2003

This policy is applied in the context of all school policies and procedures, including the Child Protection Guidelines as issued by the Department of Education and Science but particularly the following policies and procedures:

- Substance Use Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Suspensions and Expulsion Policy
- Accident and Emergency Procedures
- Attendance Strategy
- Acceptable Usage Policy

A whole school approach was used in the development of this policy. It was developed and modified in consultation with teachers, parents and students and in line with the NEWB Guidelines, 2008.

Amendments to this policy may be made by the Board of Management from time to time as the needs of the school dictate.

4. DISSEMINATION

Students will be made aware of the policy primarily by their parents and secondly their Form Tutor. Parents of incoming students will be given a copy of the policy. Having read and discussed the policy with their son/daughter both the parent/guardian and the student must sign a letter of agreement which must be returned to the school.

The code of behaviour will also be available on the school website and in part in the students' journal.

Staff will be aware of the policy through staff meetings.



PART ONE – INTRODUCTION:

THE CARE AND MANAGEMENT OF PUPILS

An efficient and fair Code of Behaviour is central to the operation of an effective school. The code will succeed best where students, parents and staff subscribe to the code, mutual respect and co-operation are encouraged, and where there is regard for the rights and responsibilities of all.

The task of drafting the code is delegated by the Board to the Principal, in consultation with the staff, students and parents.

The school code takes account of the ethos of the school, and encompasses rules, sanctions, rewards, incentives and procedures.

5. THE AIMS OF THE CODE OF BEHAVIOUR ARE:

- To ensure the safety of students and staff
- To create an environment conducive to learning
- To encourage students to take responsibility for their own behaviour and learning
- To help young people mature into responsible participating citizens

5.1 STANDARDS OF BEHAVIOUR EXPECTED AT CRESCENT COLLEGE COMPREHENSIVE SJ

At Crescent College Comprehensive we have very high expectations with regard to behaviour.

Self-respect and respect for others are fundamental, as are the virtues of kindness, courtesy, honesty and forgiveness.

All members of the school community are expected to show a willingness to help others and to use respectful ways of resolving difficulties and conflict.

Students are expected to show a sincere commitment to their own learning and the learning of their peers by:

- doing one's best in class
- taking responsibility for one's work
- keeping the rules
- helping to create a safe, positive environment
- respecting staff
- respecting other students and their learning
- participating in school activities
- attending school regularly and punctually

5.2 HEALTH AND SAFETY CONTROL OF COVID-19 POLICY FOR STUDENTS

5.2.1 Introduction

Under the Safety Health and Welfare at Work Act 2005, the Board of Management of Crescent College Comprehensive SJ as employer is required to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all employees of the school. The employer is further required to manage and conduct the school in such a way as to ensure, so far as is reasonably practicable, that individuals at the place of work who are not employees, such as students, parents/guardians, visitors to the school, are not exposed to risks to their safety, health or welfare.

This policy is influenced by the need to minimise the risk of introduction of COVID-19 into the school community and to prevent its spread. Although it is acknowledged that no single action or set of actions will completely eliminate the risk of COVID-19 transmission, adherence to this policy will contribute to the reduction of that risk of transmission.

In accordance with this policy students are expected to comply with the standards of behaviour set out in this policy or as directed by the school to prevent the introduction and spread of COVID-19. The COVID-19 control measures are consistent with current advice from the HSE, the Health and Safety Authority, the Department of Education and Skills and the Department of Foreign Affairs and, as such, may be subject to change. Students and parents/guardians will be notified of any changes to the control measures.

Students are expected to comply with all directions from school staff in relation to the school's COVID-19 control measures. Any failure or refusal to comply with this policy or to follow instructions of school staff should be dealt with in accordance with the school's Code of Behaviour.

Parents/guardians are required to supply the school with a phone number/s of available person/s who can be contacted at all times and who will be available to collect a student from the school should the need arise.

5.2.2 Symptoms of COVID-19

Symptoms of COVID-19 are similar to symptoms of cold or flu. The most common symptoms are:

- fever
- cough
- shortness of breath
- loss of sense of smell or taste

More information regarding the most up-to-date signs and symptoms of COVID-19 is available on the HSE website, <https://www2.hse.ie/coronavirus/>.

5.2.3. STANDARDS OF BEHAVIOUR EXPECTED OF STUDENTS TO HELP PREVENT THE INTRODUCTION OR SPREAD OF COVID 19 IN THE SCHOOL

5.2.4 Standards of Behaviour expected of students.

Students are expected to comply with any control measures directed by the school to prevent the introduction and spread of COVID-19, including, but not limited to:

- maintaining a social-distance of at least 1 metre and where possible, 2 metres, from other students and staff;
- wearing a face covering (applicable at post-primary level). All students at post-primary level, are required to wear a face covering subject to a limited number of exceptions set out in relevant Department of Education guidance. Face coverings must not contain any slogans/logos/images that may cause upset or be deemed offensive to any member of the school community.
- performing hand hygiene with a hand sanitiser on entering the school.
- repeating hand-hygiene at regular intervals throughout the school day and when directed by school staff; □ maintaining good respiratory-hygiene.

In this regard students should:

- cover nose/mouth with a tissue when coughing/sneezing and dispose of used tissue in waste bin and perform hand hygiene
- cough or sneeze into the inner elbow (upper sleeve) rather than into the hand, if no tissues are available.
- keep contaminated hands away from the eyes and nose
- carry out hand hygiene after contact with respiratory secretions and contaminated objects/materials
- not spit or deliberately cough or sneeze at or towards any other person in the school
- not sharing materials or stationery, such as pens, calculators, rulers, etc. with other students;
- not attending school for 14 days after returning from travel out of the country in line with Government guidelines for travel;
- not attending school if displaying COVID-19 like symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice
- not attending school where tested positive for COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice
- not attending school if identified by the HSE as a person who has been in contact with another person who has contracted COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice;
- not attending school if a member of the student's household is displaying COVID-19 symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice
- telling a teacher or other member of staff where a student feels unwell at school.

In that regard:

- the student will require to be collected from the school as soon as possible by a parent/guardian or a person designated by the parent/guardian for such purpose.
- parents must ensure that the school has up-to-date contact details so that they can be contacted by the school if required.
- complying with any other such directions as advised by the DES and/or HSE and communicated to the school community.

Note – schools should review the above list and adjust or add items where necessary having regard to its own particular circumstance

5.3 REWARDS AND INCENTIVES

In this school we promote the idea of positive behaviour among pupils.

We value social rewards such as smiling, praising and complimenting which are extremely effective in increasing desirable behaviour.

Strategies to affirm and promote good behaviour include:

- giving students responsibility in the school
- setting clear, consistent and easily understood standards which are implemented in a fair way
- parents supporting the school by encouraging good learning behaviour
- good relationships between teachers, parents and students
- having good school and class routines
- certificates of achievement
- recognition at assembly
- attendance awards
- annual whole school and subject awards

5.4 SCHOOL RULES

These have been kept to a minimum. They emphasise personal responsibility and safety, and respect for persons and property. Students must understand that they are fair, and that they as pupils have responsibilities. Each rule has real purpose and is reasonable. If impossible to implement or supervise, its purpose will be lost.

5.5 SANCTIONS

Sanctions are needed to show disapproval of and to discourage unacceptable behaviour. Their application however, must be flexible to take account of individual circumstances. From time to time it will emerge that the student causing difficulties does so in response to significant problems outside of the school. While solving such problems is beyond the brief of the school, cognisance must be taken of them in so far as is practicable, but only to the extent that they do not impinge on the learning process of others. It is important to make a distinction between minor and more serious misbehaviour. Instances of minor misbehaviour are dealt with at school level.

Year Heads and the Deputy Principal regard disciplinary referrals as opportunities to teach students appropriate behaviour, to improve their social skills and to teach alternative behaviour.

5.6 PROCEDURES

The school maintains proper records of misbehaviour and the action taken.

Each Subject Teacher maintains his/her class records of attendance, punctuality, homework etc. In this manner the teacher builds a data base on each student which is consulted at Parent/Teacher Meetings. Parents are involved at an early stage in resolving instances of serious misbehaviour. A



teacher may contact a parent/guardian directly on any matter of concern, or indeed satisfaction. It is best, however, if the Year Head is informed of any such communication. If the student's behaviour continues to be inappropriate the teacher will then inform the parent/guardian of the problem if they haven't already done so and complete a behaviour report card for referral to the Year Head.

Report cards contain details of the more serious incidents of indiscipline (deemed to be so either by their nature or recurrence).

Other classroom initiatives include:

- Tracking report for class groups
- Daily report cards with individualised targets
- Teachers record ordinary misdemeanours to help inform the Year Head when drawing up individualised targets.

Serious misconduct endangering safety is rare, and is dealt with immediately. The less dramatic, more common problems negatively affect the learning environment significantly. Disruptions interrupt lessons for all students, and result in the loss of teaching and learning time.

Our school discipline strategies seek to encourage responsible behaviour and to provide all pupils with a satisfying school experience, as well as to discourage misconduct.

Our aim is to balance clearly established rules with a climate of concern for all pupils as individuals.

*Any interference with teaching and learning is forbidden.

* Management reserve the right in certain circumstances to move a student from one base class to another.

*Teachers record any serious or repeated incident, and the action taken in dealing with it, and this information is passed on to the Year Heads and the Deputy Principals, after the parent/guardian has been informed by the teacher. Any student reported in this manner may be interviewed by the relevant Year Head and/or Deputy Principal. Appropriate sanctions will be applied with the goal of an immediate change in behaviour. Note: It is of course essential that the action taken by the teacher in dealing with the behaviour be noted.

The Year Head will decide if further intervention is required. Year Heads consult the files on a weekly basis at least; they may decide to discuss the behaviour of a student at the weekly meeting with the Principal and Deputy Principal, who may in turn decide on further action. It is the practice at Crescent College Comprehensive SJ that the Year Heads deal with breaches of discipline, or repeated misbehaviour, while briefing the Deputy Principal on a regular basis.

*On other occasions (e.g. where bullying is suspected), they may prefer the Deputy Principal to deal with the student.

It is important to make a distinction between minor and more serious behaviour. Instances of minor misbehaviour are dealt with at school level. Where there is a more serious incident of misbehaviour, parents will be informed and their co-operation in addressing the problem will be requested. This may involve a meeting with the teacher, Form Tutor, Year Head, Deputy Principal or Principal. At such meetings it should be remembered that everybody is acting in the best interests of the pupil and the school.



PART TWO:

GENERAL REGULATIONS AND SCHOOL RULES

Our Aim is to balance clearly established rules within a climate of concern for all pupils as individuals.

A code of behaviour is drawn up for the well-being of all members of the school community. Human nature dictates that no two situations are precisely the same. Flexibility in the applications of rules must be maintained to ensure that management of the school can exercise its judgement in relation to the particular circumstances of each situation.

- Each pupil and member of staff is to be treated with respect at all times.
- Good manners are a requirement.
- Bullying of any form, whether physical, cyber, verbal or by exclusion, is prohibited. Each pupil is obliged to report to an adult if they suspect another is being bullied.
- (Please see Anti-Bullying Policy).
- Students are expected to observe the dress code by wearing the uniform correctly.
- Foul language is offensive and will not be tolerated.
- Crescent College is a non-smoking environment.
- Movement around the school is clockwise.
- Students are advised against bringing large sums of money or expensive items to school.
- Mobile phones/multimedia devices should not be turned on or used during the school day unless students are instructed to do so by a class teacher. When teachers form the opinion that a student's mobile phone is being used inappropriately then the phone will be confiscated by the teacher and returned to a parent/guardian by the Deputy Principal. (Please see Acceptable Use Policy)
- Circulating, publishing or distributing (including the internet) material associated with school activities, including but not limited to material in relation to staff and students, where, such circulation undermines, humiliates or causes damage to another person is considered a breach of school discipline.
- Chewing gum is banned.
- All litter must be placed in bins.



- The school buildings, grounds and property are to be respected. Damage caused as a result of carelessness or rough behaviour is the liability of the pupil.
- The Retreat Programmes, Social Outreach and Outdoor Pursuit trips are an integral part of the curriculum on offer at Crescent College Comprehensive SJ. All pupils are expected to participate fully in these programmes.
- At all times, including between classes and during breaks, **students** are expected to behave in a manner which neither embarrasses nor endangers themselves or others.

6. IN THE CLASSROOM

- Be prompt
- Be prepared
- Be polite

Each student is issued with a Timetable at the beginning of the school year. Students are expected to move promptly between classes, and are not permitted to go to their locker, either between classes or during class time. Instead, students are required to organise their books, copies and stationery before Roll Call for their morning classes, and at the end of their lunch-break for the afternoon classes.

Form Tutor time is at 8.55AM each morning in the student's form room and attendance at this is compulsory.

Class times are as follows:

- Monday, Tuesday, Thursday and Friday 8.55AM-3.55 PM
- Wednesday 8.55AM-1.15PM

6.1 ATTENDANCE

All students must attend school every day. All absences must be explained in writing by a parent/guardian in advance (school app or note in journal) or alternatively on the student's immediate return to school.

Any student who is late for school must report to the school office, where their arrival is recorded. Parents are asked to make all elective appointments for afterschool hours. Where a student needs to leave early for some reason a parent/guardian will be required to collect the student at the appointed time. A parent/guardian must communicate this request to leave school early in advance via the School App or a note in the School Journal. Please note a Parent/Guardian can only sign out and collect their own child at the school.



All students are given a School Journal at the beginning of the school year and are required to have their journal with them in all classes. Parents/Guardians are requested to consult their child's Journal regularly. Proper use of the journal promotes and encourages better organisational skills and is an effective tool of communication between teachers, students and parents.

6.2 SCHOOL UNIFORM

Girls

- Light blue shirt (plain)
- School tie
- Navy v-neck pullover with school crest
- Navy skirt mid-calf length (the skirt and pullover to match)
- Navy cords (to match the pullover) are permitted for girls.
- Leaving Cert girls only may wear a pin-striped blue shirt

Boys

- Light blue shirt (plain)
- School tie
- Navy v-necked pullover with school crest
- Medium grey trousers (flannel/wool mixture)
- Leaving Cert boys only may wear dark navy trousers (flannel/wool) to match pullover

No other jackets, hoodies or sports tops are permitted to be worn in class. All additional tops must be placed in a student's locker after break-times.

Students travelling to sporting matches must be in school uniform unless they are travelling before classes start.

6.2.1. PHYSICAL EDUCATION CLASS

- Clean and appropriate leisure wear with appropriate shoes, complete change of under-wear, towel and soap. (Showers must be taken after each P.E. class or games session).
- All pupils should be particular about cleanliness and tidiness in their dress and general appearance, in accordance with school requirements. For out-of-school activities the school uniform must be worn, unless specified otherwise by the teacher.
- ALL ITEMS OF CLOTHING MUST BE CLEARLY MARKED WITH THE OWNER'S NAME.



6.3 TO AND FROM SCHOOL

This policy applies while students are on the school premises, wearing school uniform and/or participating in any school event either inside or outside the school boundaries.

Students of Crescent College Comprehensive SJ are expected to behave with courtesy and consideration to members of the public at all times.

The law of No Smoking applies in the vicinity of the school, and while on any recognised school activity.

Students are not permitted to park in the School Grounds during the school day. Students with a full driving licence may request to park for Evening Study, Saturday Study, Weekend Games, Holiday Study and Games outside of School Time. All qualified drivers must be registered with the Deputy Principal before they begin to park at these times.

Parents and students are requested to respect the traffic regulations within the school grounds. These apply to parking and movement of traffic. There are designated drop and collection points.

The school's authority should be sufficient to ensure the well-being and safety of all its pupils and to protect the good name of the school. This authority is subject to the jurisdiction of outside authorities in dealing with particular situations e.g. sporting authorities, transport management, hotel staff, Gardai, etc.

6.4 SCHOOL TRIPS

School rules with regard to behaviour and manners apply while on an outing organised by the school.

Students are asked to co-operate fully with the organising adult/s so as to get the most out of the activity.

Uniform will be worn on these occasions, unless otherwise stated.

Students are reminded to show respect for the venue in which they visit or stay, and the bus in which they travel. Parents/Guardians will be held responsible for any damage caused by students while on such trips.

Students are representatives of their school on these occasions. Bad behaviour by an individual reflects badly on the whole school community.

6.5 SUPPORTERS FOR SCHOOL MATCHES OR EVENTS

If students wish to support school games and the school is providing supervised transport to the games then pupils are obliged to travel on the school supervised buses.



A.M.D.G.

CRESCENT COLLEGE COMPREHENSIVE S.J.

The school may refuse a student permission to attend a school fixture if school management have reason to believe that the reputation of the school may be damaged by the student's attendance at the event/game.

Students attending a school fixture or event must disassociate themselves if any anti-social or inappropriate behaviour is taking place.

Sanctions as outlined in this policy will apply for any Student/Students whose actions damage the reputation of the school while attending a school game or event. Any student behaviour that incurs financial liability by their actions, the monies will be recouped from the parents/students. Students are encouraged to wear school colours to support the teams in a positive manner but students are prohibited from concealing their identity.

This list should not be regarded as exhaustive and the mere fact that a particular matter is not specified in this code will not exonerate a student from blame should there be an infringement on another person's rights. Actions, which impede the working of the school or damage the spirit of trust, respect and co-operation which we seek to create, are subject to sanctions as the need arises.



PART THREE:

INTERNAL STRUCTURES AND PROCEDURES

7. ROLE OF PRINCIPAL:

The Principal shall control the internal organisation, management and discipline of the school.

7.1. ROLE OF DEPUTY PRINCIPALS:

The Deputy Principals assists the Principal in the internal organisation, management and discipline of the school. The Deputy Principals work with the Year Heads, Form Tutors, Chaplain, Guidance Counsellors teachers and staff in reviewing and implementing the Code of Behaviour.

7.2 ROLE OF YEAR HEAD:

The Year Head has general responsibility for the observance of school regulations by the year group. The Year Head oversees their attendance and punctuality, co-ordinates the work of the Form Tutors and liaises with the parents of the year group.

7.3 ROLE OF FORM TUTOR:

The Form Tutor takes a particular interest in the activities and progress of the pupils in their class; helps their pupils to be positive in their behaviour and work. In addition the Form Tutor serves as a special link between the school administration and their students, and co-operates with the Year Head in ensuring that the students observe the school rules. The Form Tutor co-ordinates the school

reports and monitors the students' journals. Although Form Tutors will be aware of the disciplinary issues relating to their charges, it is preferable that their role is viewed as pastoral, though this of course will be determined by the personality of the Form Tutor and the relationship he/she wishes to have with their class.

7.4 ROLE OF SUBJECT TEACHER:

The primary responsibility for overall classroom management and discipline lies with the subject teacher. The subject teacher also shares a common responsibility for good order within the school premises.

7.5 ROLE OF PUPILS:

Students are required to observe all school regulations, and to adhere to and carry out any lawful instruction given to them by a member of staff.

7.6 THE ROLE OF THE PARENTS

Good discipline in schools requires the co-operation and involvement of parents. For the vast majority of pupils there will be no discipline problems. Parents and a supportive home environment play a crucial role in shaping attitudes which produce good behaviour in schools and in society generally. Where parents feel a sense of involvement with the school, they will encourage their children to abide by the school's code, and should actively support the teaching staff in the application of the code. Teachers and parents are on the same side with regard to good behaviour, advocating that positive school discipline is essential for the happiness and success of students.



PART FOUR:

SANCTIONS

Sanctions are needed to show disapproval of and to discourage unacceptable behaviour.

The following strategies may be used to show disapproval of unacceptable behaviour: Ordinary misdemeanours in class and routine lack of co-operation will be dealt with by the class teacher who may opt for one or more of the following:

Class Teacher:

- Reasoning with the Student.
- Reprimanding including advice on how to improve Separation from peers this may be a temporary or permanent change of seating.
- Note in journal to be signed by parent.
- Phone Call to Parent/Guardian to discuss Behaviour.
- Additional homework or penalty work.

- Loss of privileges.
- Detention.
- Additional home-work.
- Formal note of misdemeanour to be recorded for reference in the event of recurring indiscipline
- Consultation with form tutor for any relevant background information.

Year Head:

- Meeting with Student to discuss Behaviour.
- Place Student on a Daily Report Card.
- Referral to the counselling services in the school.
- Communication with parents/guardians.
- Referral to the Well Being Team.
- Detention.
- Withdrawal of the privilege of representing the school in any extra or co-curricular activity until a change in behaviour is established.
- Referral to Deputy Principal.
- Year Heads regard disciplinary referrals as opportunities to teach pupils appropriate behaviour, to improve their social skills and to teach alternative behaviour.

Deputy Principals:

- Meet student with Year Head and/or Class Teacher to discuss behaviour.
- Make Phone contact with Parents/Guardians regarding Behaviour.
- Place Student on Daily Report Card.
- Referral to Well Being Team or Counsellor for Pastoral Care.
- Recommend Suspension of a student to the Principal.

Principal:

- Meet with the Deputy Principal/Year Head and Guidance/Well Being Team member, if necessary, regarding Suspension of a student.
- Expulsion.

Note: The above list is not intended to be either exclusive or sequential. It should instead serve as a guiding framework

8. DETENTION

The authority to detain a student during school breaks or after school hours derives from the 'in loco parentis' nature of the relationship of the pupil with the school authorities.

Parents/guardians should be advised in advance of detention and given details of when the sanction is to be imposed and for what period.

A letter/detention note must be signed by the parent/guardian and returned to the school.



Detention takes place on Friday evening from 4 pm – 5pm. Students must return the signed Detention Letter to the teacher prior to Friday. Teachers will assign work or punishment exercise for students to complete. Detention work must then be signed by the parent of the student, assigning detention teacher and Year Head. If a student reaches 3 detentions in a term, a meeting will take place with the student's parents to discuss how to improve student behaviour. A student's detention record will revert back to zero after each term.

8.1 SUSPENSIONS AND EXPULSIONS

The school will only resort to the sanction of expulsion in the most serious or chronic cases of indiscipline, and usually only after every effort at rehabilitation has failed, and other sanctions have been exhausted. If a pupil is causing severe disruption, a school may have to exclude such a pupil to allow the education of the other pupils to proceed. The rights of all pupils must be taken into account.

In certain cases of unacceptable behaviour it may be in the best interest of the school community and/or the student involved to remove the student from the school for a period of time. The Principal and in the absence of the Principal, the Deputy Principals may suspend a student for a serious breach or repeated breaches to the code of behaviour. The ultimate sanction of permanently excluding a pupil from the school is a matter for the Board of Management. Suspensions and expulsions may be appealed under Section 29 of the Education Act (1998). See also Suspension and Expulsion Policy

8.2 SCHOOL PROPERTY

School property is the property of the whole school community and the Board of Management has an obligation to protect that property. The cost of malicious damage to school property will be recouped from parents and/or students.

8.2.1 The PROPERTY OF PUPILS

Students are responsible for the protection of their own property.

Students will be given a locker and a lock which they must use and ensure that their locker is locked, if a student doesn't use the lock provided to ensure that their possessions are secure they may have the locker privilege withdrawn.

Lockers must be clean and hygienic.

Students should report any interference with their personal property to the school authorities.

There are occasions when property of students might be confiscated by school authorities in the interest of good management and health and safety. The school reserves the right to question any student in relation to any incident. It also reserves the right to view and confiscate if necessary, the contents or a student's locker, bags and/or to view any items carried by students on their person. This is in the interest of the welfare and health and safety of the entire school community.



8.2.2 BULLYING/HARASSMENT

The Board of Management has a duty of care towards its students and staff to provide a contented, safe and productive environment for both to work together to achieve the aims and objectives of the school. All forms of bullying and harassment are strictly prohibited by this Code of Behaviour.

8.2.3 VIOLENT BEHAVIOUR

Physical violence between students is prohibited. Instances of violence will be investigated. The temporary suspension of pupils might be necessary to ensure the safety of all during the course of the investigation. A staff member may intervene, perhaps physically, to ensure the safety of pupils. Sanctions will be imposed to prevent further occurrences of the violence.



PART FIVE:

PROCEDURE FOR REVIEW, MONITORING AND EVALUATION

The Principal, Deputy Principals, staff, parents and students assume the responsibility for monitoring the effective implementation of this policy.

Appeal Procedure under Section 29 of the Education Act, 1998

Currently, Section 29 of the Education Act provides that the following decisions may be appealed to the Secretary- General of the Department of Education and Science:-

Permanent exclusion from the school

Suspension for a period which would bring the cumulative period of suspension to twenty school days, or longer, in any one school year

Refusal to enrol.

Appeals must be made within the legislative time-frame from the date the decision of the school was notified to the parent or student. Accordingly, the Principal will advise parents of this right of appeal, and associated time-frame, when informing them of any of the above categories of decisions.



A.M.D.G.

CRESCENT COLLEGE COMPREHENSIVE S.J.

CONCLUSION

This policy is not a legal document. In good faith, the Board of Management of Crescent College Comprehensive SJ is setting out the procedures which apply to suspensions and expulsion.

This policy was approved by the Board of Management of Crescent College Comprehensive SJ.

On _____ (Date)

A handwritten signature in black ink, appearing to read "Helen O'Donnell", is written over a horizontal line.

Chairperson, Board of Management
Crescent College Comprehensive SJ

A handwritten signature in black ink, appearing to read "Daniel Maher", is written over a horizontal line.

Secretary, Board of Management
Crescent College Comprehensive SJ

THE SUSPENSION & EXPULSION POLICY WILL BE REVIEWED/UPDATED



CODE OF BEHAVIOUR – Letter of Agreement

I wish to refer you to the following sections of The Education Welfare Act 2000.

I would be grateful if you would read this code with your child or children and discuss the implication of the code. In order that all students are registered, please fill out the return slip below, detach and return it to the school office.

Mise le meas,

Diarmuid Mullins

Principal and Secretary to the Board of Management

Student Name: _____

Class: _____ First Year Academic Year: _____

We wish to confirm that we have read the Code of Behaviour and that we have discussed the code with this student. We also confirm that the Code of Behaviour is acceptable.

20 | Page