



Code of Behaviour 2019/20

John the Baptist Community School

Mission Statement

John the Baptist Community School is committed to the provision of a broadly based education in an atmosphere of mutual trust and respect, balancing vision with realism, which facilitates personal growth and development among students, staff and community, within the context of a Christian ethos.

Code of Behaviour

Every child has a right to an education (articles 42 and 44.2.4 of the Constitution of Ireland). This right is embedded in our Code of Behaviour. Our school cares for each student and recognises that the formative years spent at second-level will lay the ground work for future, positive educational experiences. Education is a right and represents opportunity for affirmative development, in accordance with the Welfare Act 2000 Section 23 (2). The right to education and the right to fair procedures are provided for in the ECHR which was transposed into Irish law in the *European Convention on Human Rights Act (2003)*. This Convention, ratified by Ireland in 1992, provides that the State shall ensure that school discipline is administered in a manner consistent with the dignity of the child. Each student has the right to advance their talents in a holistic, meaningful manner.

John the Baptist C.S. wants to enhance student opportunities to grow such talents and passions and also to aid their development into mature, caring and responsible individuals, who in turn, can live fulfilled and happy lives. The school is not just a building; it is a place where students learn the curriculum and also respect, tolerance, and consideration for others. Acceptance and accommodation of diversity is central to the ethos of our school, while maintaining the common good of all. The quality of a student's education will affect their quality of life to a greater or lesser degree. The Code of Behaviour recognises this right and aims to create a learning environment in which each student feels safe, secure and can develop, through self-discipline, to the best of their ability in a supportive, collaborative atmosphere. Parents/Guardians, as partners with teachers and the Board of Management, must accept and fully engage with the Code of Behaviour and sign it in the journal as a precondition for their child's acceptance by the school.

Each member of the school community can make a truly valuable and meaningful contribution to our school environment, is respected equally and can express their opinions and add to their own learning. High standards of respect and conduct are needed from all. The Code of Behaviour aims to create a structured, calm and ordered atmosphere. This develops healthy mutual relationships of respect for authority, and so

helps students gain vital skills for a life outside the school. It is understood that attendance at John the Baptist Community School means acceptance of these Rules and Regulations. Students and Parents/Guardians are requested to read carefully the following school rules, regulations and other information on an annual basis. John the Baptist C.S. recognises that Parents/Guardians play a crucial role in shaping the attitudes of their children, which produce positive behaviour during their time in the school and can assist the school to create an atmosphere of acceptance, respect and partnership by ensuring their children abide by the school rules.

Rationale for Code of Behaviour

In order to comply with these requirements, and in order to have the best chance of achieving its objectives and to create shared goals, this Code of Behaviour will address:

- the standard of behaviour expected in the school
- the procedures for promoting good behaviour
- the procedures for implementing the Code of Behaviour
- the ways in which the school responds to unacceptable behaviour
- school procedures for the use of suspension and expulsion.

John the Baptist is committed to creating a forum that encourages and reinforces good behaviour and to creating a positive and safe environment for learning and teaching. It encourages students to take personal responsibility for their learning and their behaviour. It helps young people to mature into responsible, caring individuals, who can use their many talents to enhance the wider world and who recognise their own dignity and the dignity of others. It builds positive relationships of mutual respect and mutual support among students, staff and parents. It also ensures that the school's high expectations for the behaviour of all the members of the school community are widely known and understood. It recognises the importance of creating consistent values, policies and practices, reflecting contemporary best practice that will forge a truly worthwhile educational experience for all.

1. The Standard of Behaviour Expected

1.1 Student Behaviour/Expectations

The school and classroom rules establish practical guidance about the behaviour expected of students. Rules provide clear boundaries. They describe, in simple terms, how to conduct one's self in order to get the most from one's learning, to develop into mature, responsible independent young adults and to fully amalgamate into a structured environment. Such skills are invaluable and instil a sense of the rights and responsibilities of all members of the school community.

1.2 Cooperative Behaviour

Good manners, respect and courtesy and should be reflected in staff/student relations. Students are asked to address a member of staff as “Sir”, “Miss”, “Father”, and “Sister” as appropriate as a mark of respect. Gross/offensive/sexual remarks to teachers or other staff or students inside or outside the school will not be tolerated. Foul language must never be used, either in school or during an extracurricular activity. Such inappropriate language is rude to others and reflects poorly on oneself and so is not acceptable.

The classroom is recognised as the optimum location for learning and teaching in the school. Punctual attendance in accordance with the timetable is required from all students to ensure full engagement and participation. If a student feels unwell, they may request the teacher’s permission from the classroom teacher to leave the classroom to go the sick bay directly or to the reception/an office of senior management to contact a parent/guardian. A student must always inform their class teacher if they are going to sick bay. To ensure their safety and wellbeing, a student must not use their personal phone to contact home. A written request is required if a parent/guardian requires a student to leave class during the school day. This request must be given to a class teacher, Year head or a member of management. To ensure the health, safety and wellbeing of all, no student should be out of the classroom/school grounds without permission.

All students and staff have the right to feel safe, secure and protected within the school. Threats of violence, throwing objects or intimidation of any kind will not be tolerated. Messing or horseplay on the corridors/in classrooms/on the school premises/during school-related activities can intentionally or unintentionally endanger the health, safety and well-being of others. Such behaviour must be avoided at all times. Students that may be involved in relationships are asked to refrain from creating situations that others may find uncomfortable and embarrassing, as a mark of respect and sensitivity. An inability to do so may result in disciplinary sanctions.

1.3 School Uniform/P.E. Uniform

Rationale for School Uniform

1. Reinforces a pride among the students in their school, particularly when representing the school on sporting or extra-curricular activities.
2. Makes all students equal and creates a clear school identity. This allows a more comfortable daily environment that facilitates learning and engagement, free from distractions and perceived inequality.

3. Reduces expense to parents of regularly having to purchase clothes for their children – often in line with current fashion trends.
4. Students can clearly be distinguished from visitors, both authorised and unauthorised, and so make the school a safer environment for all.
5. Represents a visible commitment to the rules and policies of the school.
6. Establishes a code of dress appropriate to the image the school wishes to present.
7. Fosters a sense of community and belonging

1.4 School Uniform

The full official school uniform of John the Baptist C.S. consists of:

Boys

Dark Grey Shirt (2)
 School Tie
 V-Necked Navy Jumper (with crest)
 Mid-Grey Trousers
 Dark Leather Type Shoes

Girls

White Blouse (2)
 School Tie
 V-Necked Navy Jumper (with crest)
 Tartan Skirt
 Navy Knee Socks (2 pairs)
 Dark Leather Type Shoes

Runners are not acceptable foot wear in class, except during Physical Education classes. Such footwear has been proven to cause sweating, foot and knee problems and so have health, safety and hygiene issues.

1.5 Physical Education Uniform

The full official P.E. uniform of John the Baptist C.S. consists of:

Boys and girls

Green T shirt (with crest)
 Navy tracksuit pants, available from Laochra Sport
 Rugby shirt (with crest)
 Runners

A School Jacket must be worn in school environs.

The P.E. uniform and jacket available from Laochra Sport.

1.6 Uniform Policy

- The uniform is compulsory.
- All items of clothing and property must be clearly labelled to prevent loss.

- The uniform must always be in good repair.
- Students are permitted to wear the full school tracksuit on match or field trip days. They will be advised of this by the organiser of the event.
- Only the full uniform can be worn in class and students will be asked to remove non-uniform items. Such items may be confiscated.
- Make up, fake tan, nail varnish and artificial nails are not part of the uniform and so should not be worn. This is to aid hygiene standards and to ensure equality for all.
- All students are expected to be clean shaven for hygiene and health.
- Jewellery is unacceptable. Adornments on the face or body like studs, bars or rings are strictly not allowed due to health and safety concerns. Such items can get caught on clothing causing injury or become infected. Students will be asked to remove these items immediately. Jewellery may be confiscated for a period of up to one term. Covering them with plaster is not sufficient. Visible tattoos are not appropriate and must be covered. Watches are permitted.
- Neat hairstyles are expected at all times. Long hair must be tied back, again for Health and Safety, to prevent entanglement with clothing, other students and equipment. Hairstyles, such as skin tight styles, which in the judgement of the School Management distract from the learning and teaching environment, are not allowed. Multicolour dyes are not in keeping with the school uniform and so are not allowed. Students in breach of the hairstyle protocols will be required to re-do the hair immediately in keeping with the school rules.
- Students out of uniform are put on report for Junior Cycle/Junior Certificate or placed on detention at Senior Cycle.
- In the interest of safety, it is a student's responsibility to wear suitable footwear in practical classes. This is standard practice in professional environments and so prepares students for working life.
- Students must have a proper school bag, the necessary books, copies, student journal and equipment so that they can fully be involved in all class activities.
- Graffiti is not allowed on school property. Any student interfering with/damaging/removing the property of another will be required to repair the damage or replace the item in question. This is a mark of respect for the school, for all those who work so hard to keep it clean and part of our commitment to environmental issues.

1.7 Lost Property

A student's property is their responsibility and all students are asked to take care with their own materials and those of others. Items can be expensive and difficult to replace. All items of clothing and personal property must be labelled. It is a large school and so multiple similar articles may prove confusing. If something is lost, the owner is asked to

give their name and details of the item lost (e.g. description, time/date lost etc.) to Ms. Browne's office or to Student Council members, as soon as the items are lost. Students/Staff should follow this procedure if an item is found. Items of lost property will be held until the end of term.

1.8 Lunch Break

Lunch Break is **at 1:05pm for all**. Students must use the dining area provided by the school for consumption of food served in a container where possible. Students are not allowed to eat or drink on the pitches. It is the responsibility of all students and members of the school community to keep the school clean and tidy and so may be required to pick up rubbish and dispose of it appropriately. Students should also be aware that certain sections of the canteen are designated for certain years and that use of the shop is staggered to accommodate the numbers. In keeping with the promotion of a healthy eating policy in JTBCS and to foster the health and wellbeing of the students, we do not allow the consumption of carbonated high sugar/caffeinated content drinks etc.

1.9 Smoking and Substance Abuse

Smoking is prohibited by law and has been proven by countless studies to contribute to serious health problems. Students who are in possession of cigarettes, lit or unlit, or electronic cigarettes, will be deemed to be smoking. The use, sale or distribution of illegal substances in the school, or while in school uniform, will result in sanctions. This also applies when students are involved in extra-curricular activities. The school will always act to safe-guard the health, well-being and safety of all students. If needed, student bags, etc., may be seized, kept in a secure place under surveillance where suspicion exists. Possession of illegal substances will result in suspension and may result in expulsion. Garda involvement may be sought.

Education in regards to the dangers of smoking and substance abuse is provided in the school. It is hoped that such education and a consistent, clear approach to such substances within the school will equip students with the life skills to avoid engagement with such dangerous activities in the future. Matches and cigarette lighters are prohibited in school as a safety procedure.

1.10 Bullying and fighting

Students involved in fighting, inciting or forcing others to fight, organising, recording or uploading footage or images of fights and/or bullying incidents are subject to sanctions. Students must be able to go to and from school and attend school in safety. Students must not be subjected to physical or verbal abuse, intimidation or ridicule (c.f. Counter Bullying Policy).

1.10.1 Use of Social Media

- Cyber bullying is taken very seriously as no student should fear digital attacks (please see the Counter Bullying Policy).
- The sharing of explicit text, images and/or video, including sexting which is the sharing of sexual text, video, and photographic content using mobile phones, apps, social networking services and other internet technologies is an unacceptable and absolutely prohibited behaviour and will have serious consequences and sanctions for those involved in accordance with the school's Code of Behaviour.

Please note that:

- All incidents involving creating, storing, or sharing of explicit text, images and/or video of children under the age of 17 years will be reported as an incident to the Gardaí and Tusla and the State Claims Agency (to the latter as there is the potential to cause injury/harm to the individual).
- Sharing of explicit text, images and/or videos will incur serious sanctions including suspension and up to expulsion as determined by the Board of Management.

1.11 Sickness Procedures

Students are asked not come to school if they are sick. Infection and viruses can spread quickly through a school environment and so may endanger the entire school community.

If a student feels unwell, they must report to their class teacher, who in turn may refer them to Mr. Wade's office.

- The student is monitored and is allowed some time to recover
- The parent/guardian may be contacted if the student's condition is deemed to be serious or not improving
- In extreme circumstances, the doctor or other appropriate response services may be contacted.
- The school cannot administer any medicines to students, except where a student requires specialist intervention subject to parental input such epipen etc., which can be administered by Mr. Wade who is trained to do so. A medical intervention database exists in the school and Parents/Guardians with students who have particular medical issues must ensure in writing that their name, condition and the procedure to be followed is on this list by contacting the school with details. Please see the Substance Use Policy and the Health and Safety Policy for more detail.
- Those who persistently present as ill may have to go home, in consultation with parents/guardians, to ensure their health and wellbeing.

1.12 Accident Procedure.

Every individual part of the school community must try to minimise risk and prevent accidents where possible. Care and consideration for oneself and for others is key. All accidents must be reported to the Principal, Deputy Principals or Year Head/Coordinator and recorded in an accident form (available in the staff room and shared digital server). Where medical attention is considered necessary, the parents/guardians may be contacted. Minor First Aid may be administered. A number of staff are trained in First Aid: Ita Browne, Helen Clifford, Colin Bergin, Sean Ryan, Richelle Hurley, Michelle Buckley, Fr. Seán Fennelly, and Lisa Falvey are all trained as first responders. Further training and updating of skills is ongoing. Please see Critical Incident Plan, Health and Safety Policy for specific procedures.

1.13 Homework & Home Learning

Home learning is a very high priority in our school because it has huge academic and educational benefit. It can give students a head-start in learning for revision. Home learning can consist of many different formats or approaches such as assignments, a review of work done in school, revision, pre-teaching a new topic and an opportunity for reflection on learning done during the day. Home learning may be written or oral, learning or digital in nature, or indeed a mixture. Home learning can greatly enhance learning and enriches teaching. Please see the Home learning Policy for more detail.

1.14 House Tests and Assessments

Assessments and Tests for 2019/20

Tests/Assessments 2019/2020	
	Tests: formal examinations in official centres Assessments: completed in class
AUTUMN	<p>Assessment</p> <ul style="list-style-type: none"> ▪ In class assessment for First Years, Second Years, Fifth Years & TYs, 7th - 11th October 2019 <p>Assessment:</p> <ul style="list-style-type: none"> ▪ Mid Term Assessment - Third Years and Sixth Years, wk comm 12th Nov 2019 (Project work will be assessed as part of these exams)
CHRISTMAS	<p>Tests:</p> <ul style="list-style-type: none"> ▪ Christmas Test for Second Years and Fifth Years, 9th - 13th December 2019. ▪ Christmas Test for First Years, TY Subject Portfolio Assessment, 16th - 20th December 2019.
SPRING	<p>Tests:</p> <ul style="list-style-type: none"> ▪ Pre Junior and Leaving Certificate, ending 14th February 2020 <p>Assessment</p> <ul style="list-style-type: none"> ▪ March Assessment for Second Years & Fifth Years, 9th - 13th March 2020
SUMMER	<p>Tests:</p> <ul style="list-style-type: none"> ▪ First Year tests, week commencing 27th April 2020 ▪ TY Subjects, Reflective Diary & Portfolio Assessment, 6th - 8th May 2020 ▪ Summer Tests for Second Yr and Fifth Year, ending Friday 29th May 2020
Leaving and Junior Certificate Exams 2020 beginning June 3rd	

1.15 State Examinations

The Leaving and Junior Certificate/Cycle 2020 begin on the 3rd of June. State Examinations are a significant step in the educational experience of students and so should be treated with respect, with adequate preparation and due diligence. Throughout the school year, Continuous Classroom Based Assessments (CBAs) and other assigned projects must be completed within specified dates as these contribute to a student's final grade and comment in the final State Exam. Failure to complete such work in time may result in the student forfeiting such marks. The Assessment Task, present in all Junior Cycle subjects, is allocated 10% of a student's final grade but cannot only be undertaken if the student has completed the relevant the CBA during the school year in the classroom setting.

Staff will be present to help students through this difficult time, and always aim to provide a stimulating, focused tone, with a consistent calm and relaxed atmosphere with students wellbeing our central concern.

1.16 Students' Behaviour Outside School

Students coming to and from school should always show respect and courtesy for pedestrians and motorists. This is to guarantee their personal safety and indeed that of all road users. Students should be alert to safety concerns and the Rules of the Road, and should avoid dangerous situations. Students must always be mindful that when they wear the uniform of the school they carry the responsibility of the good name of the school. Students should not bring dishonour to themselves or the school and always behave in an exemplary manner that would make themselves, their Parents/Guardians and the school proud. Students, when coming to and going from school in the morning, lunchtime and evening, including in the bus bay and bus shelter, must move quickly and efficiently and avoid loitering to help with movement and safety.

1.17 Buses

Students using buses coming to or going from school must behave themselves to guarantee their own safety and that of all the bus users. Any behaviour that does not measure up to the high standards of behaviour and self discipline expected will result in sanctions. Students get off and on the buses in the Bus Bay and enter the school grounds immediately, so as not to be in danger from other buses and private cars. Students must wear safety belts on the buses as this may prevent serious injury in the event of a collision and is a legal requirement. Students must use the pedestrian crossing to further ensure their safety. The school has engaged in numerous campaigns both in the school and in the wider community to address this issue due to its importance.

1.18 Bicycles

Bicycle racks are provided for use by the students and staff. Any endeavour to promote health and reduce reliance on fossil fuels is encouraged as part of the school's Green School scheme. Bicycles left in the school compounds are left at the student's own risk. All students are advised to protect their bikes with a lock and chain or other anti-theft device.

1.19 Cars

Students may use spaces at exit end of car park. Students are not allowed to access their car during the school day. The provision of car parking spaces for student drivers is at the discretion of the school and as such, can be revoked at any point if the school sees fit. Students, even if driving, must have written permission from a Parent/Guardian to leave school and such Parent/Guardian should be contactable by phone. For Health and Safety reasons, students should note that they cannot take a lift with another student and cannot leave the grounds of the school at any time during the school day or during school activities without prior discussion with their relevant Deputy Principal or the Principal.

1.20 Leaving the School/School Outings/ Field Trips/ Work Experience

Students are not permitted to leave the school at any time, without being signed out by a parent/guardian. This is noted in the "Sign Out Book", along with the time and date of such occurrences. Students and parents/guardians should note that the school may periodically check absences and contact home to confirm such absences throughout a given day. This is to ensure the health, safety and wellbeing of all our school community. Throughout the school year, it is often necessary for students to go on educational outings of various kinds - visits to exhibitions, museums, factories, etc. (c.f. Health and Safety Policy). Many students, especially of Geography, History and Science etc. go on "field trips" which are compulsory elements of their course, while senior students go on work experience. These are vital aspects of the educational experience and offer invaluable opportunities for learning in exciting and dynamic ways. Parental/Guardian permission will be sought prior to the trip. The school reserves the right to grant/refuse permission or set conditions for these trips in the interests of health and safety and discipline. Normal school rules apply in such situations and the wearing of the uniform is expected.

1.21 Classroom Procedure:

A happy cooperative classroom results in a positive, productive learning setting. Students and teachers must work together to establish such a constructive approach. Students in John the Baptist Community School are given opportunities to think and talk

about behaviour, learning and rules, so that they can understand what the rules mean for them. Respect for one another is vital. Standards of behaviour are goals to be worked towards and this process is a shared one. Students and teachers, tutors and year heads;

- involve the students in discussing how to translate the standards of behaviour into school rules and classroom rules
- ensure that all students have a good understanding of what is expected of them and why these expectations are necessary and work for their benefit and the benefit of all
- identify the skills students need in order to observe the rules and explore possible ways of promoting and teaching these skills.

1.22 Care of Classroom:

- Chewing gum is not allowed on school premises as it is unsightly, may lead to choking, causes damage to clothing, hair and furniture and is unhygienic. Sanctions will be imposed on students chewing gum.
- Students should only open windows, operate blinds or adjust the radiators with the permission and under the supervision of the Class Teacher.
- Student can write on the white board, only under the instruction of the Class Teacher.
- Classrooms must be left clean, desks in an organised manner and chairs under desks after each class. This stimulates an ordered, calm tone and shows for self and for others. If a class finds a room disorderly or dirty, a report should be made to the Class Tutor or Year Head.
- All chairs must be put on desks at end of last class to help with cleaning.
- Seating plan must be adhered to in each classroom.

1.23 School property:

Students who damage school property and equipment have to either replace or repair this property or equipment. The school understands that some damage may be accidental in nature; however, a clear disregard for school property will not be tolerated and will incur sanctions. Such damage may result in other sanctions and even suspension.

1.23.1 Litter

Every effort must be made to keep the school clean, healthy and litter free. Keeping the school clean and tidy is an important part of community responsibility and shows community spirit and care. Students must never litter classrooms, corridors and the school environs. As part of our Green Schools group, John the Baptist C.S. is dedicated to

green principles that reflect a care and concern for the natural world. Students should care for the environment by disposing of litter correctly in the litter bins, can bags and recycling bins provided. Sanctions will be imposed for littering.

1.24 Lunch break/ Cleaning Roster

We are fortunate at John the Baptist C.S. to have large, well equipped canteen areas. Students must use the canteen provided by the school for consumption of food and refreshments and to limit litter and spills that may be dangerous in the halls. Consumption of food and drink on the corridors or classrooms is not allowed. Students may on a rota basis, clean halls/classrooms after lunch and do a litter clean up on the outer areas and pitches. This is to build an awareness of cleanliness, hygiene and litter, instil a sense of pride and respect in the school and foster a desire to help one another. This will not impact on class time.

1.25 Safety in Laboratories and Specialist Rooms

The use of laboratories and specialist rooms involves extra rules regarding safety and the correct use of apparatus and equipment (c.f. Health and Safety Policy). This is for student and staff safety, especially when using dangerous substances or equipment/machinery. Students who do not comply with these rules will be penalized, as they may have endangered themselves and others. This may include a brief or extended period when they are not allowed to take part in experiments or work with the specific practical elements such as equipment or machinery, depending on the infringement.

1.26 Extra-Curricular Activities

All students are encouraged to participate in some extra-curricular activities as they can provide a range of positive benefits and opportunities to grow, mature and develop into rounded individuals. Students in examination years are encouraged to seek a balance between extra-curricular and academic commitments. If a student misses class because of an extracurricular activity, the student **must** find out their homework/class work and do it. This is to make sure that they will not miss vital work and learning, so they will not fall behind. This can be achieved by leaving their school journal with another member of the class or with the use of electronic means such as through Edmodo or Microsoft 365. Students representing the school must wear the school uniform and their behaviour should bring honour to themselves and to the school. Students who drink alcohol, smoke or who are guilty of substance use while engaged in extra-curricular activities and school tours will be suspended. They will have to apply to be allowed to be return to class in consultation with school management. Students who misbehave during extra-curricular activities will be subject to school sanctions.

1.27 Attendance

Attendance in class is vital for academic success so that every student can avail of every opportunity offered to them. The school is bound by legal regulations governing attendance at school and the age at which a child may leave school. Tusla must be informed where a student has been suspended for more than six days, or absent for twenty days in one academic year. The school may contact a student's Parents/Guardians if they have concerns over attendance.

1.28 Graduation

A Leaving Certificate Graduation function may be organised at the discretion of the school management. A "Debs" Ball can only be organized by the Parents' Association, in collaboration with a student committee. Such an event is an excellent opportunity to mark the end of one's second level academic career. Students are encouraged to enjoy the event, while mindful of their own reputation and the honour of the school. Respect and honourable behaviour is expected at all times during the celebration.

1.29 Contact of Teachers/School Staff by Parents/ Guardians/Students:

Contact is welcomed between Parents/Guardians and teachers. Clear, consistent and open communication is central to the close working relationship between all the partners in education, to work collaboratively towards shared goals and success. In the interest of efficiency, all contact should be arranged through the school office to allow for adequate time to discuss the issues in a professional, clear manner. It is not appropriate for a Parent/Guardian to contact a member of staff at their home. Under no circumstances should a Parent/Guardian/Student use social media to communicate with a teacher or staff member. Parents/Guardians should regularly review their student's school journal also as this can be a primary method of regular communication and updates on their child's progress and needs.

2. Procedure for promoting good behaviour

2.1 Pastoral Care

The Pastoral care system in the school ensures that the pastoral needs of each student are addressed. The Pastoral Team consists of the Principal, Deputy Principals, Year Heads/Coordinators, Class Tutors, SPHE Teachers, Guidance Counsellor, Chaplain, Cabhair Team, Critical Incident Team and Links Team. Each year has a Year Head/Coordinator. Each class has a Class Tutor. The Class Tutor's role is the care of each student. This entails monitoring the overall personal holistic development, behavioural

patterns, special educational needs if they arise, academic progress and absences of each student.

The Year Head/Coordinator has overall responsibility for behaviour, punctuality, monitoring academic progress, liaising with the Class Tutors. The Year Head/Coordinator will generally only meet parents when a serious breach of behaviour occurs.

As part of Pastoral Care in John the Baptist Community School, any allegation or reports of peer physical/sexual abuse will be dealt with in accordance with *Child Protection Guideline for Post-Primary Schools 2004*. The Designated Liaison Person is the Principal Noreen Rafferty and in her absence the Deputy Designated Liaison person (Deputy Principal Ita Browne) will fulfil this role. Any issues with bullying will be dealt with in accordance with the school's Counter-Bullying Policy.

2.2 Rewards and Recognition

The school will always endeavour to create an environment where positive behaviour is celebrated, encouraged and reinforced through praise and reward. Every effort is made to acknowledge students, their passions and achievements, their efforts and interests. We, at John the Baptist C.S., want students to feel that they, their positive behaviour and their work is appreciated and recognized regularly. By acknowledging behaviour that is highly valued and desirable, the student can understand clearly how they can work towards such goals and develop self-discipline. Positive re-enforcement techniques in John the Baptist C.S. are based on knowledge of the individual and are sensitive to personal, developmental and cultural factors (for example, teenagers may prefer private acknowledgement to public praise.) Such recognition comes in many forms, both formal and informal, and aims to motivate students to continue good practices. Reward systems are more likely to motivate students when they are meaningful to the individual student or groups and can help to foster self-reliance, positive self image, good self-esteem and intrinsic motivation. Rewards are given for effort, not only for achievement, recognising all levels of performance and learning styles. Care is taken to ensure that rewards do not become the goal of learning or result in unhelpful competition, but rather establish an atmosphere in which effort and positive attitudes are recognised and noted openly. It is hoped that any such awards would never appear unattainable as this may de-motivate some. Efforts are made not to repeatedly reward the same students. Individuals who are consistently outstanding and who encapsulate the school's ethos will always be acknowledged for their contribution.

2.3 Good behaviour is rewarded and recognised in John the Baptist Community School:

- Through written, oral or gesture based praise and affirmation by teachers and staff.
- A merit system in the student journal
- Outdoor activities/field trips as a reward for good behaviour
- The annual awards and prize giving: the school recognises the achievement, effort, participation and contribution to the school across a range of areas- behaviour, academic, sporting etc (c.f. Guidelines for Award System)

2.4 Student Journal

The student Journal is designed to carefully record:

- (a)** The student's attendance and punctuality.
- (b)** To monitor the day to day behaviour of the student.
- (c)** Contains a number of permission forms which require the signature of the student's Parent/Guardian, such as for attendance.
- (d)** Provides an ongoing link between home and school
 - Each student must have an official John the Baptist Community School Student Journal in which the student makes a note of all homework given.
 - Absences must be explained by notes from Parents/Guardians. The note must always be in the Student Journal, signed by a Parent/Guardian and dated. Notes not in the Student Journal may not be accepted as valid as they are not presented in an official form. Also, notes not in the journal are easily lost, which can be of concern, especially they contain sensitive information or details.
 - Student Journals are official documents, remain the property of the school and so should be treated with respect. If damaged or defaced, it will be confiscated and must be replaced at a cost to the student, payable online.
 - Parents are asked to ensure that their work and or contact numbers are recorded in the Student Journal. The journal is an excellent tool for communication between the school and a student's home. The journal should be checked regularly (at least once a week) by Parents/Guardians. All necessary permission slips should also be signed.
 - If a student loses his or her journal, their class tutor should be informed immediately. Replacement journals must be paid for at a cost of €5.

3. Monitoring School Code of Behaviour

3.1 Monitoring Policy on Journal

If a student loses his or her journal, their class tutor should be informed immediately as it contains personal details and sensitive information. Replacement journals must be

paid for. Class Tutor and Year Head monitor the Journals on a weekly/ monthly basis to review behaviour, celebrate positive actions and to ensure work/homework is being noted and completed.

3.2 Monitoring Policy on Uniform

To properly enforce the Uniform Policy, the school is again dependent on the support of students, the Parents/Guardians and all staff. It is neither possible nor practical for the school to operate exceptions to this policy, though, we fully acknowledge, that there will occasionally be genuine reasons why a student may arrive in school without the full uniform. The school will offer replacement school trousers and jumpers to students presenting out of uniform.

3.3 Monitoring Policy on Smoking and Substance Abuse:

Students who are in possession of cigarettes, lit or unlit, will be deemed to be smoking and the following sanction applies:

- Confiscation of cigarettes
- A student will be put on detention.
- A fine will be imposed
- If there is a second offence, parent/guardians will be notified
- A further offence could lead to suspension.

Monitoring is carried out by teachers and staff during break, lunch and before and after school on school grounds and within school with the help of CCTV. Sanctions will apply to students who take or deal in illicit drugs, or one who consumes alcohol in the school environs. The reporting teacher will write up the incident in the Teacher's Incident Book. This report will be kept by the Principal in a separate file for substance related incidents. The student will be informed of such steps. The Gardaí may be informed (See Substance Use Policy)

3.4 Monitoring Policy on Bullying and Fighting

All students have the right to feel happy, safe and protected at school and it is the responsibility of every individual to work towards such a goal. All forms of bullying (including cyber bullying) will be dealt with in accordance with the Counter-Bullying Policy. Bullying may result in suspension or exclusion. Students fighting, either in school or going to or from school may be suspended or excluded. Students should be aware that bullying or harassment may have legal implications. Serious incidents may be reported to the Board of Management and to Túsla, the Child Protection Agency.

3.5 Monitoring Policy on Home Learning

- (a)** Home learning must be done as a vital and valued aspect of student learning. Parents/Guardians have a duty to ensure learning and written work is always completed to the best of the student's ability. Failure to do homework may only be excused by a note of explanation from Parents/Guardians in the Student Journal. Consistent homework completion will greatly improve student understanding and achievement.
- (b)** Excuses such as leaving copy/materials at home will not be accepted.
- (c)** Students involved in extra curricular activities must do homework for the classes they have missed. Self motivation is key. It is their responsibility to find out what homework was given. Failure to produce homework will result in sanctions (c.f. Homework Policy).

3.6 Monitoring of Policy on House Examination and Assessments

- (a)** The need for revision is constantly highlighted coming up to examinations and assessments. Revision is a vital step of the learning process and should be part of all students' exam preparation.
- (b)** Honesty in exam procedures is expected at all times, reflecting the conditions of State Exams. Students must not copy, talk or communicate in any way during House Examination. Students who do so will be disciplined and may have their exam paper cancelled. This is done for the student's own sake as such dishonest behaviour will not benefit them in the long run, as they have not engaged in the necessary learning/revision needed.
- (c)** Each student is provided with a time-table for assessments and for house exams. This is to aid preparation.
- (d)** For students who do not sit house exams at the scheduled time, the school may organise exams at a later date. Every effort should be made to re-sit such exams, to benefit from exam and timing practice. Parents/guardians must ensure that students are in attendance for such exams as part of the formative learning process.

3.7 Monitoring Policy on State Examinations

- All students must wear full uniform during state examinations.
- Students are not permitted to leave school grounds during the period except when collected by parents.
- All school rules must be observed during the period of examinations to establish a calm and comfortable environment.
- Study areas and supervision is provided at all times during exams.
- Subject material is provided if students appear without study materials.

- The Department of Education and Skills specifies that all project work that is a component of a State Examination, must reflect the student's own efforts only. Any breach of this directive is likely to result in the forfeit of the marks for that component as it endangers the integrity of the exam process.

3.8 Monitoring Attendance

- The school keeps a record of attendance and absences, as required legally. Should a student have reason to be absent, a form is included in the student journal for a parent/guardian to verify the absence. This form should be given to the teacher taking the roll.
- Permission to leave school early is granted by the Year Head. Principal/Deputy Principals, upon receipt of a written note in the journal from parents. Students are not permitted to leave the building in any other circumstances. Unauthorised departures from the school within school hours are regarded as serious transgressions and a student found in breach of this rule may be suspended. This is a Health and Safety issue as the students in question would be unsupervised and so possibly be in danger.
- Absences must be excused by a note in the Student Journal which must be available to the Class Teacher, the Class Tutor and the Year Head Coordinator.
- Students who wish to be excused during the school day may only do so if a note of explanation from a parent is signed by the Principal, Deputy Principal or Year Head/Co-ordinator and the student signed out at office by Parent/Guardian. This is for Health and Safety and to ensure that the student is supervised in a safe environment.
- Absences will be recorded at the beginning of every class in VSWare and teacher register.
- A register of "early leavers" and "late arrivers" is maintained in the main office for inspection by all subject teachers. Parents/Guardians collecting students must sign out students. Students who are late must sign the late book. This is very important as, in the case of Fire/Drill, a full register of those on campus is needed.

3.9 Lunch Break

Students may not leave the school premises at lunchtime. Students from Hospital village may go home for lunch. Permission is required for the safety of those returning home for lunch and must be confirmed in the student's Journal. Retaining students on the premises at lunchtime ensures student safety.

3.10 Monitoring Sickness Procedures

To avoid confusion with regard to sickness, certain procedures are followed:

- Students may attend the Sick Bay with the express permission of the Class Teacher.
- Parents/guardian will be contacted by phone at home or at work. When parents/guardians come to collect the student, they will be released from class and signed out by parents/guardians at the office.
- Parents may nominate (in writing in the Student Journal) a person/persons who will take responsibility for their child if they are ill and the parent/guardian are not available.
- Where a parent or nominated person cannot be contacted and the student's condition gives cause for anxiety, the child may be brought to a doctor, or a doctor called to the school. If a doctor is not available, the school may dial 999 and call an ambulance.
- In case of illness: There may be occasions during school hours when, in the event of an accident or sudden illness, it may be necessary for us to take your child to a doctor or to a hospital. It is very important to us that we have your prior permission to do so.

3.11 Monitoring Accident Procedures

All accidents will be reported to the Principal, Deputy Principal or Year Head/Coordinator. Where medical attention is considered necessary, the parents will be contacted. The parents will be asked to bring the student to a doctor.

- If parents are contacted and are unable to bring the student to a Doctor/Hospital permission will be sought to do so.
- If parents are unavailable, the school will have the student attended to where considered necessary.
- Complete Accident Report Form (see Appendix 1)
- Medical bills must be paid by parents

Emergency Calls

All calls from students to Parents/Guardians e.g. in the event of illness or accident, must be made from school office, or the office of Senior Management. Prior permission by parents/guardians to contact students during the day must only be done through the school office at (061) 383283.

4. Implementing the Code of Behaviour

➤ A Ladder of Intervention

4.1 Support for all

Most students behave well, with the help of consistent and clear rules and routines in class and in school. Occasional, minor misbehaviour is attended to routinely and effectively through the skill of the classroom teacher.

4.2 Additional support for some students

Some students need more active intervention to help them to manage their learning and employ self discipline. Without additional help, they may be at risk of not reaching their full potential: behaviourally, socially, emotionally and educationally. Every effort will be made to help such a student. Additional inputs or interventions might include:

- Referral to another teacher or adult who can work with the student
- Involving the Pastoral Care team
- Setting targets for behaviour and monitoring them with the student in a supportive way
- Behaviour contracts.
- Report Sheets
- Intervention sheets/Homework intervention programmes
- Restorative practice approaches

4.3 Specialised support for a small minority of students

A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to low-level interventions/approaches. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home.

The Principal and staff have built good links with any local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. Sources of support may include the National Educational Psychological Service, HSE Community Psychology Services, the National Behavioural Support Service, the National Council for Special Education, Child Guidance Services or Adolescent Mental Health Services. John the Baptist Community School is aware of their obligations under the *Equal Status Acts 2000 to 2004* with regard to making reasonable accommodation for students with disabilities.

5. The Ways in which the School responds to Unacceptable Behaviour

- **Disciplinary Procedures: Class Teacher and Misbehaviour/Serious Misbehaviour**

5.1 Class Teacher and Misbehaviour

In general, a breach of discipline will be dealt with by the teacher within the classroom. The student will be spoken to during and/or at the end of class or by appointment. The nature of the misbehaviour will be pointed out clearly. The student will be offered an opportunity to explain their actions. An undertaking to abide by the Code of Behaviour will be sought. The student will be warned that parents may be informed if there is a recurrence of the misbehaviour. Sanctions may be applied. Sanctions may include one or more of the following:

- Cleaning duty
- Recording misbehaviour in the Students Student Journal.
- Prescribing additional school work.
- Writing out the section of the Code of Discipline which the student has broken.
- Loss of privileges such as attendance at school events.
- Exclusion from extra-curricular activities.
- The Class Tutor may be informed.
- Year Head may be informed
- Put on report: Report sheets are used to monitor and address the disruption of learning and teaching in class. All teachers sign the report sheet at the end of every class and it is the student responsibility to collect the report sheet from the Deputy Principal's office in the morning and return it after school after school each day.
 1. White Report Sheet: This is for the first referral from a class tutor and only given in consultation with the Year Head. Parents/Guardians will receive written notification that their son/daughter is on report.
 2. Green Report Sheet: This is for the second referral from a class tutor and only issued through consultation with the Year Head. Parents/Guardians will again receive written notification that their son/daughter is on green report.
 3. Red Report Card: This is for serious offences and continuous behavioural issues. Only the Year Head/Deputy Principals can issue and monitor such sheets. Such sheets may be a precursor to meeting a student's parents/guardians.
- Persistent disruptive behaviour may lead to student being removed from class.

School management and staff actively foster the school ethos, policies, and practices that help to promote positive behaviour and prevent inappropriate behaviour. Promoting good behaviour is the goal of the code. The day-to-day excellence of school management and classroom teaching will enable most students to behave in ways that support their own learning and development. John the Baptist Community School recognizes that students are more likely to behave well when:

- They are given responsibility in the school and are involved in the development of the code of behaviour
- They understand why the code is important and their role in making it work

- They can see that the code works in a fair and equitable way
- There are standards that set high expectations for student behaviour
- The standards are clear, consistent and widely understood
- Parents support the school by encouraging good learning behaviour
- There are good relationships between teachers, parents and students and a happy school atmosphere
- Positive everyday interactions between teachers and students
- Good school and class routines
- Clear boundaries and rules for students
- Helping students themselves to recognise and affirm good learning behaviour
- Recognising and giving positive feedback about behaviour
- Mutual discussion with students how people should treat each other
- Involving students in the preparation of the school and classroom rules

5.2 Serious Misbehaviour

Where problems persist despite interventions, parents will be called initially by the Year Head, Deputy Principal/Principal. This initial contact may be by phone. However, if needed, parents may be asked to meet with a Class Teacher/Year Head/Management. When parents are called in, the student may be present at the discretion of the Class Teacher/Class Tutor or Year Head. At the conclusion of the meeting, action planning for the future will occur.

A promise will be sought from the parents that their child will abide by the Code of Behaviour. Sanctions may be applied. The student must also give such an undertaking in writing. Disrespectful, aggressive behaviour of any kind will not be tolerated. It will be made clear to parents that further breaches of the Code of Behaviour may result in suspension.

5.3 Unacceptable Behaviour

In some cases, unacceptable behaviour may warrant time out of class to enable the student to reflect on their behaviour in a calm environment. The school has created appropriate arrangements to allow reflection and rehabilitation to take place before the student rejoins their class.

Students who exhibit such challenging behaviour will often meet with a member of the school's Pastoral Care team (e.g. counsellor, Chaplain, Cabhar team etc.) An opportunity to speak to a trusted adult within the school can often offer students an opportunity to delve deeper and establish the root causes behind the inappropriate behaviour.

6. Procedure for the use of Suspension and Expulsion

Access to education affects the life opportunities of children and young people in a fundamental way. For this reason, a proposal to exclude a student, through suspension or expulsion, is a serious step, warranted only by very serious misbehaviour. The entitlement to education is protected in a range of constitutional and legal provisions and in human rights Conventions. These legal protections for the individual student's right to education mean that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court.

Schools are required, under section 23(2) of the *Education (Welfare) Act 2000*, to include their procedures for suspension and expulsion in their code of behaviour.

John the Baptist will consider the following factors before a suspension:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour on other students and staff
- The intervention tried to date
- Whether suspension is a proportionate response
- The possible impact on the student behaviour
- The consequence of the behaviour – emotionally, physically, socially etc.

John the Baptist Community School is required by law to follow fair procedures when proposing to suspend or expel a student. This, however, goes beyond a legal requirement as equality; respect and fairness to all are central aspects of our ethos at John the Baptist C.S. The requirement for fair and equitable procedures derives from the Constitution of Ireland, international Conventions and case law, but also an innate acceptance of the dignity of each individual. Fair procedures have two essential parts:

- The right to be heard
- The right to impartiality.

The **right to be heard** means:

- The right to know that the alleged misbehaviour is being investigated
- The right to know the details of the allegations being made and any other information that will be taken into account
- The right to know how the issue will be decided
- The right to respond to the allegations
- Where the possible sanction is of a serious nature, the right to be heard by the decision-making body
- where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The **right to impartiality** means:

- The right to an absence of bias in the decision-maker
- The right to impartiality in the investigation and the decision-making.

Freedom from bias entails ensuring that a person with an interest in the matter is not involved in the investigation or decision-making. If a person has pre-conceived opinions, a vested interest or personal involvement in the matter, they should not attempt to settle that matter. An impartial process is one that allows a decision to be made based on an unbiased evaluation of information and evidence. Generally, impartiality requires that the investigation is separated from the process of making a decision so that the decision-maker comes to the task with an open mind.

6.1 Suspension

Suspension is one strategy within the school's Code of Behaviour. The Principal (or in her absence the Deputy Principal) acting on behalf of the Board Of Management has the authority to impose suspension of up to 5 days but will always inform the Board of Management. Suspension highlights the parents/guardians responsibility for taking an active role, in partnership with the school, in enabling the student to modify their behaviour in line with the Code of Behaviour. The school will work with parents/guardians with a view to assisting a suspended student to rejoin the school community as quickly as possible.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour which led to the suspension and to accept responsibility for changing their behaviour in line with the Code of Behaviour. It allows time for personnel to plan appropriate support for the student, to assist with successful re-entry. John the Baptist C.S. has the following forms of suspension in its Code of Behaviour.

6.2 Immediate suspension.

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. Fair procedures must still be applied.

6.3 Suspension during a State examination

This sanction should normally be approved by the Board of Management and should only be used where there is:

- A threat to good order in the conduct of the examination

- A threat to the safety of other students and personnel
- A threat to the right of other students to do their examination in a calm atmosphere.

The sanction will be a proportionate response to the behaviour. For example, it would rarely be appropriate for a first offence, unless there is a threat to the good order of the conduct of the examination. This sanction should be treated like any other suspension, and the principles and fair procedures governing suspensions should be applied.

6.4 'Automatic' Suspensions

A Board of Management may decide, as part of the school's policy on sanctions and following the consultation process with the principal, parents, teachers and students, that particular named behaviours incur suspension as a sanction. However, a general decision to impose suspension for named behaviours does not remove the duty to follow due process and fair procedures in each case. Fairness and equality for all is key.

The decision to suspend a student will be communicated to a parent/guidance by letter and where possible by a phone call. The decision to inform a student of their suspension is at the discretion of the school authorities. Parents will be invited to the school to discuss the suspension. Parents have the right to appeal to the Board of Management. When parents are sent for and fail to honour an appointment without a reasonable explanation the student may be suspended without consultation.

Students will only be re-admitted if a written undertaking by the student to abide by the Code of Behaviour is signed by the student and their parents. Students will only be re-admitted having reported to the Principal, Deputy Principals, and Year Head/Coordinator. They will be given a colour coded Report Form. The completed form must be returned to the Year Head/Coordinator. The student will be on trial basis after returning to school. The schools is aware that if the school record, maintain and/or store personal data, the school as a data controller and processor of personal data is required to protect the privacy rights of individuals by the *Data Protection Acts 1998, 2003 and 2018*, in conjunction with the General Data Protection Regulation (GDPR) 2018. Section 2 of the Act requires that any data schools process is:

- obtained and processed lawfully, fairly and in a transparent manner
- Collected for specified, explicit and legitimate purposes (purpose limitation)
- Adequate, relevant and limited to what is necessary (data minimisation)
- Accurate and, where necessary, kept up to date (accuracy)
- Not kept longer than is necessary (storage limitation)
- Processed in a manner that ensures appropriate security (integrity and confidentiality)

The Act also requires that an individual be given a copy of the records upon request (section 3). (**Age of Majority Act, 1985** This Act provides that a person aged eighteen or over is an adult)

6.5 Named Behaviour for Automatic Suspension

- Fighting
- Refusal to co-operate with reasonable instructions from teacher
- Repeated disruption of class
- Bullying another student (see relevant policy document)
- Possession of an illegal substance or a dangerous weapon
- Repeated misbehaviour

In some circumstances the Principal may suspend immediately e.g. violence, presence of weapons, illegal substances or other serious misbehaviour which in the opinion of the Principal merits suspension. In the case of immediate suspension, parents will be notified and arrangements made with them for the student to be collected. The length of suspension may vary depending on the seriousness of the offence usually 1 to 2 days for the first offence. The length will increase for second and subsequent offences. Suspension for a period of 6 days or longer will be notified to Tusla. If a student is suspended for a cumulative total of 20 days or more in one school year, the parent or the student aged 18 may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

6.6 Procedures:

- The student in question is informed of the precise grounds which gave rise to a possible suspension and is given an opportunity to respond before the decision is reached and formulised
- The parents/guardians are informed of the grounds for suspension and asked to keep the student at home until they can attend a meeting with the Principal/ Deputy Principal/Year Head
- Should it not be possible to keep a student at home, they will not be admitted to class or allowed to participate in any school activity e.g. games or break, until the above meeting takes place or the suspension takes place.

6.7 Appeals:

- The Principal will inform the parents/ guardians of their right to appeal the suspension to the Board of Management

- Should Parents/Guardian opt to appeal the suspension, the item will be placed on the agenda to be considered at the next meeting of the Board.
- At this meeting the Board of Management will give an opportunity to the Principal to present the case for suspension, and to the parents/guardian and the student to present their appeal(should the parent/guardian wish the student to be present)
- The Board will seek clarification from both parties if necessary and in the absence of the Principal and the parents/guardians they will make their decision regarding the appeal
- Should the appeal be successful, details of the suspension will then be removed from the student's record.

6.8 The reintroduction of the suspended student into the school:

- The student will meet the Deputy Principal/ Year Head before school and receive a report sheet which will be reviewed during the week.
- Parents/Guardians may be requested to attend with the student on the day of their return to school
- A commitment to good behaviour may be requested in writing.
- Conditions where relevant (e.g. Counselling, referral to NEPS, other pastoral supports) shall be agreed with and signed by parents/guardian and student

6.9 Permanent Exclusion:

This is the ultimate sanction imposed by the school and is exercised by the Board of Management, on the recommendation of the Principal, in extreme cases of misbehaviour. Permanent expulsion will be considered by the Principal for an incident of serious misbehaviour e.g. serious cases of bullying. It may also be considered appropriate for continuous misbehaviour when all other interventions/sanctions have failed:

- The student would have been given a verbal warning stating the unacceptability of the continuous inappropriate behaviour as well as the expectations of what is required of the student in the future.
- Other interventions/sanctions under the Code of Behaviour would have been applied and failed.
- The School Counsellor, the Chaplain or relevant professionals within the school and other outside agencies would have been involved
- Parents/Guardians would have been informed of the steps taken and the specific unacceptable behaviour that may lead to expulsion.
- All actions taken are recorded and copies are kept of all correspondence.

6.10 Procedures:

- Should the Principal consider it necessary to recommend expulsion to the Board of Management, she informs the Parents.
- The Parents are provided with a full written description of the case being made at the Board meeting, the allegations against the student, together with copies of all documentation, statements etc. supporting the case.
- Parents/ Guardians and student are invited to attend a meeting and are requested to confirm their intention to do so in writing. Where Parents/ Guardians and student are unable to attend they should inform the Board of Management immediately in writing so that the meeting can be rescheduled.
- The Board will hear the case made by both parties, seek clarification if necessary and then in the absence of the Principal and Parent/ Guardian, consider the case and make a decision
- Schools are not courts of law and the presence of legal personnel is not recommended
- Where Parents/ Guardians fail to attend the meeting, without having given prior notification to the Board, it is at the discretion of the Board to decide whether to proceed with considering the case in the absence of Parents/Guardians.

The Board when hearing an appeal of suspension or expulsion from the Principal adheres to the following procedures:

- Hears the Principal's case against the student in the presence of both Parents/ Guardians. (If they choose to attend).
- Hears the Parents'/Guardians' and students' response.
- Examines all documentation.
- Considers the student's record in the school.
- Take legal advice (if necessary in the case of expulsion).
- Makes its decision in the absence of the Principal and Parents/ Guardians.
- Informs the Principal.
- Informs the Parents/Guardians by registered post.
- Informs the Education Welfare Officer under Section 24(1) of the Education Welfare Act 2000.

The formal letter of notification should include:

- Notice of expulsion to the Parent/ Guardian
- Effective date of the expulsion
- Reasons for expulsion
- A Statement that the Education Welfare Board has been informed

- A statement that the student is under the care and responsibility of the Parents/ Guardians for the period of 20 days required by the Education Welfare Officer to examine alternative provisions for the education of the student
- Information and documentation on Appeal rights (i.e. Section 29 of the Education Act 1998)

6.11 Making an appeal to the Secretary General of the Department of Education & Science

An appeal (Section 29 of the Education Act 1998) may be made to the Secretary General of the Department of Education & Science in respect of a decision by the Board of Management to:

- Permanently exclude a student from the school
- Or suspend a student from the school for a period which would bring the cumulative period of suspension to 20 days in any one year.

Appeals should be made in writing on the Section 29 Appeals Application Form which is available from the Principal who is secretary of the Board of Management.

7. Review

This Policy is updated every year or when issues arise.

Signed:

Chairperson

Principal

Board of Management

Date: _____

Date: _____

Date of next review: September 2020

Appendix



Appendix 1: Accident Report Form (a)

“Without prejudice and without admission of liability the under-mentioned information is furnished”. Please complete this form in detail as soon as possible after the occurrence of an accident and hand it to the Principal or Deputy-Principal

Details of person injured: **Name:** _____

Address: _____

Year: _____ **Class:** _____

State where accident occurred: _____

Date and Time of Accident: **Date:** _____ **Time:** _____

Describe the nature of the accident:

Details of Action Taken, if any (including any staff member informed)

State if person injured: (Tick as appropriate)

- a. was unable to resume class
- b. needed hospitalisation
- c. was taken to a doctor
- d. was left/sent home
- e. was allowed back to class
- f. home was contacted

Name of witnesses to accident: (i) _____

(ii) _____

Teacher in charge/on duty at time of accident:

Signature: _____

Date: _____

Signature of Principal: _____

Date: _____

Appendix 2: Accident Report Form (b)

Effect of accident on attendance:

After effects of accident (if any):

Observations:

Any other relevant information:

Signature of Safety Officer: _____



Code of Behaviour

Reviewed by:

- Assistant Principals
- Parents Association
- Teachers
- Student Council Members

Ratified by the B.O.M on:

Review Date: September 2020