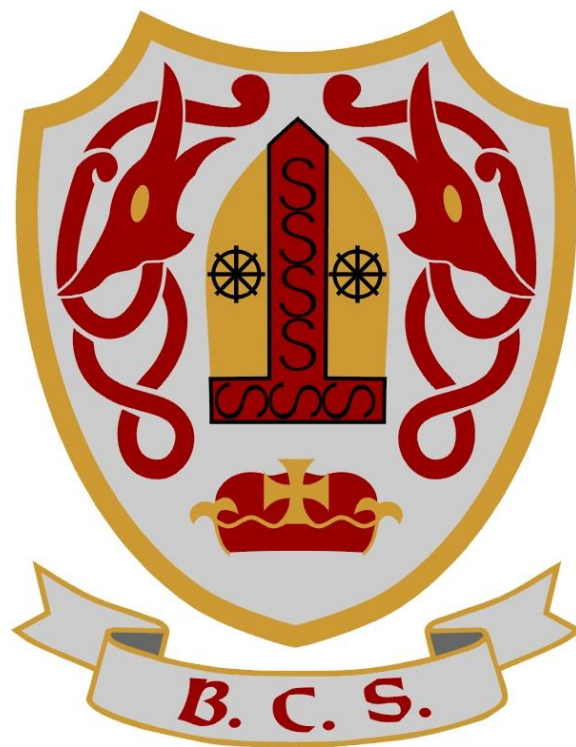


Bishopstown Community School



Code of Behaviour

Introduction

This Code of Behaviour is effective on and from 17th November 2022. It has been prepared in accordance with “Developing a Code of Behaviour: Guidelines for Schools”, NEWB, May 2008. Bishopstown Community School is a co-educational school under the patronage of Cork Education and Training Board and the Diocese of Cork and Ross. To ensure that all members of the school community can work in an orderly and safe environment, it is essential that this Code of Behaviour be implemented in full and regularly evaluated by the Board of Management (BOM) following consultation with Staff, Students, Parents, and other Stakeholders.

A copy of the code will be provided to parents prior to the registration of their son / daughter in Bishopstown Community School in compliance with section 23(4) of the Education (Welfare) Act 2000. Registration and admission of students into the school is conditional on parents submitting the Code of Behaviour Acceptance Form (Appendix 1), agreeing that they will make all reasonable efforts to ensure compliance by their son/daughter. Furthermore, each student will also sign this acceptance form to agree to adhere to all school rules. The Code of Behaviour applies to all students up to the completion of senior cycle education. Students will be made familiar with the Code of Behaviour in the following ways:

- On induction days at the beginning of each school year.
- At regular meetings with class teachers.
- At assemblies with Principal / Deputy Principal / Year Head.
- In the school journal.

School Mission Statement

“At Bishopstown Community School each individual is respected and valued for their unique qualities and abilities. Our aim is to develop the whole school community so that we may be better able to realise to the full our potential as individuals and as active members of society.”

Underpinning Values

The following are the values that are central to life in our school:

- People feel valued.
- Self-Belief is fostered.
- There is a whole school culture of mutual respect between staff, students, parents, and other stakeholders.
- Students in difficulty are supported through the school’s support structures.
- Effort is recognised.
- Difference is valued, respected, and celebrated.
- Conflict is handled constructively through restorative practices.
- Social, moral and civic values are promoted.
- Initiative, creativity, and diversity are respected and valued.
- Doing your best is expected.

Aims

- The Code of Behaviour promotes positive behaviour aiming to enhance the learning environment.

- Good behaviour and cooperation ensure effective teaching and learning and thus enables students to reach their full potential.
- At Bishopstown Community School we encourage and acknowledge positive behaviour and promote qualities such as responsibility, leadership, and kindness.
- We always strive for reasonableness and consistency in the implementation of rules and sanctions.
- The Code aims to develop positive relationships of mutual respect and mutual support among students, staff and parents.
- The code ensures that the school's high expectations of behaviour are effectively communicated and understood.
- Bishopstown Community School's values of respect, support and inclusivity underpin this code of behaviour.

Mutual expectations

The school undertakes to provide the service of education to its students that will be broad and challenging in nature. Students will be prepared for Junior and Leaving Certificate examinations and a comprehensive Transition Year Programme will be provided for all students who choose to take part. The school also undertakes to provide a wide range of extra-curricular activities to enhance the social, personal and sporting development of students.

All members of staff, teaching and non-teaching, are expected to adopt high professional standards in their dealings with each other and with all members of the school community.

The service of education is offered in the expectation that each student behaves in a positive manner, displays a general readiness to learn, is consistent in attendance and punctuality and adheres to uniform and dress code requirements.

It is also expected that all parents will be supportive of the Code of Behaviour and that their dealings with the school will also be of a high standard. Parents have a vital role in promoting positive behaviour in school and are therefore requested to:

- Attend scheduled meetings organised by the school, Parent / Teacher Meetings, Information Nights etc.
- Sign the students journal every week.
- Work with the school to ensure that their son / daughter achieves their full potential in all aspects of school life.
- To inform the school of any challenging circumstances that may affect their child's performance or behaviour in school.

Scope of the code

The rules set out in this code apply when students are on the school premises, while on trips or outings, when engaged in extra-curricular activities, travelling to and from school or when attending events organised by the school.

Any specific behaviour outside school which is considered by the school authorities to damage the schools reputation, to interfere with its workings, to be detrimental to other students, or to undermine school discipline is subject to the school's sanction.

School Expectations

Attendance and Punctuality.

Regular attendance and punctuality at all times is essential.

- A note in the school journal from the parent explaining the student's absence should be provided to the school in advance of the absence if possible, and otherwise should be given to the school immediately on returning to school.
- Students who accumulate unexplained absences of 5 days or more will be issued a letter from the school, detailing their absences and their parent / guardian will be required to contact the school to discuss the matter with the Year Head.
- Students absent for more than 20 days in a school year will be reported to the Education Welfare Board as required by the Education Welfare Act 2000.
- Late arrival of students for class is disruptive and unacceptable. In order to minimise disruption of ongoing work it may be that students coming late, without a note of explanation from the parent, are not admitted to class. Students who arrive late to school must sign in at reception before going to class.
- Students should not leave the school during class time or during the morning / Lunch break without the permission of the Principal / Deputy Principal / Year Head.
- If a student must leave school at any time in the course of the day, a note must be presented to the Principal / Deputy Principal and the sign out book must be signed at the Office before leaving.
- If students do not return to school in the afternoon, parents should contact the school by phone 021 4544311 and also provide a note for the school immediately on returning to school.

In line with best practice, parents / guardians are requested to ensure that appointments etc. for their son/daughter are on Wednesday afternoon or after school. In circumstances where a student must leave for an appointment during the school day a note with an explanation and signed by parent / guardian must be presented to the Year Head in the designated area at the back of the school journal.

If a student feels unwell during the school day, they must request permission from Principal / Deputy Principal / Year Head to go to the school office to phone home. Students are not permitted to contact parents using mobile phones.

General Conduct.

Respect:

The school is a community (Students, Management, Teaching Staff, Special Needs Assistants, Caretaker, Cleaning Staff and Visitors) Places a strong emphasis on respecting the rights of others. Central to this is the right to grow as a responsible person, the right of students to work to their full potential and achieve academic success, the right of the teacher to be able to do his / her work without interruption and the right of all members of the school community to be treated with respect and fairness.

Respect for School Property:

Everyone in the school is responsible for the care of the school premises. Students and staff are encouraged to feel a sense of ownership for the school and treat all school property with the required care and respect.

To ensure that school property is not damaged, chewing gum, liquid Tippex are not allowed as they have the potential to damage school property.

All coats and P.E. bags must be placed in lockers or in designated areas and taken home at the end of the school day.

Areas assigned for each year group for break and lunch times must be left neat and tidy after use. All litter must be placed into bins provided.

School Reputation:

The conduct of students on their way to and from the school is as important as within the school. Students are reminded to behave in an appropriate way travelling to and from school and in the areas near the school including shopping centres etc. Students should remember that when they are wearing the school uniform they are representing the school and should continue to exhibit the good behaviour that the majority of students show when they are outside the school. The school reserves the right to impose sanctions if a student's activities outside the school are detrimental to the school's reputation or to others

Teaching and Learning Environment

We expect all students to do their best in class and at their homework. To ensure that all students are facilitated to achieve their full potential the daily routines within the school and classrooms must be followed, this means:

- Students walk calmly and be polite at all times when moving between classes in the corridors.
- Students queue up outside their assigned classroom in single file and wait for their teachers before entering their classroom.
- Students sit in their assigned seats (where applicable).
- Listen to teachers and follow instructions given.
- Do not disturb others.
- Raise their hand if they wish to ask a question.
- Always work to the best of their ability.
- Always bring their journal to class, place it in the desk and use it in correctly. (Teachers may request a student's journal at any time, sanctions may be imposed for misuse of, or for not having a journal in class).
- Attempt all homework assigned, both written and learning.

We expect that all students come to class properly prepared for subject, this means that students must:

- Keep their locker organised.
- Have books, pens, copies etc. needed for each class.
- Bring any specialist equipment needed e.g. cooking ingredients, P.E. gear.

- Are responsible for catching up on any classwork and homework assigned when absent from school or on school activities.

Safety Health and Welfare

The Board of management will take every reasonable measure to ensure that school buildings, fittings and equipment are maintained in proper order. The school dress code (outlined below), including our policy on piercings are an important part of student health safety and welfare and must be followed at all times.

Students are required to follow all lawful and reasonable instructions given by school management, teachers and other staff, to fully ensure their health and safety. The school has a zero-tolerance policy with any student who endangers the safety of others in any way or interferes with or refuses to properly use safety equipment. In the interest of security, health and safety, CCTV cameras are installed.

Note: Bishopstown Community School has a zero tolerance policy in relation to any violent conduct. Any student(s) who engage in physical violence of any form will be immediately suspended regardless of where they are on the report card system (see below). This is at the discretion of the Principal / Deputy Principal.

- The school has a Health and Safety Officer who has the responsibility of ensuring that safety regulations are adhered to on the premises. Fire exits and notices are clearly displayed in all classrooms and corridors. Fire extinguishers and equipment are checked annually by qualified personnel.
- All staff and students will be familiar with fire evacuation procedures and will attend all organised fire drills.
- Each room displays safety guidelines.
- Specialist classrooms display regulations for the safe use of equipment.
- A number of staff members have the required level of first aid training.
- Parents and all visitors to the school must report to the main office and may not use any other entrance to the school.

Smoking, Alcohol. Illegal Substances and Nicotine Containing Products (NCP'S):

As smoking in public buildings is prohibited, under the Public Health (Tobacco) Act 2002 any student found smoking or using NCP's on school premises will be immediately suspended and given a report card on their return.

The possession / consumption of alcohol, solvent abuse, the use supply of illegal drugs or the use of any substance that alters behaviour are prohibited within school grounds or during school activities. It will result in immediate suspension or more serious sanctions up to and including expulsion from Bishopstown Community School. The school reserves the right to refer any serious breach of the law to the appropriate authorities. (See Substance Use Policy)

Anti-Bullying:

Every student at Bishopstown Community School has the right to learn and work in a safe environment. Each student has the right to an education free from fear and intimidation. Members of staff accept a collective responsibility, under the direction of management, to prevent bullying / aggressive behaviour by any member of the school community. The school has developed supportive strategies for the prevention of such behaviour. Any report or account of an incident will be investigated thoroughly. If bullying behaviour is identified it will be considered a breach of the code of behaviour and prompt action will be taken by the school. Parents / Guardians will be notified, and action will be taken according to the schools anti-bullying policy.

Student Personal Safety:

Students who suffer from an illness, which may require treatment on occasion, parents / guardians must inform school management of the course of action to be taken. Parents / Guardians must ensure that a student suffering from an ongoing illness always has the correct medication with them and / or have the medication stored in the Deputy Principals office.

Students must respect the school's toilet facilities. Students must not delay in the toilet area. Students are permitted to use the toilets before school, after school, at break time and at lunch time only. In circumstances where a student needs to use the toilets at any other time they must get permission from their teacher who will make a note in the students journal. Students are not permitted under any circumstances to use the toilets without permission when moving between classes.

Students are only permitted to use lockers before school, after school, at break time and lunch time only. Students are not permitted to use lockers when moving between classes.

Dress and Appearance

All students must wear full uniform.

School Uniform:

The School Uniform consists of: Crested Jacket, crested school jumper, grey pin striped or white shirt, school tie, grey straight legged trousers or skirt, black socks / tights and black shoes.

- Only the official school uniform and permitted jewellery (see below) must be worn.
- Hair must be kept clean, neat, and tidy. Extreme styles and unnatural colours are not acceptable.
- Hats and scarves are to remain in the students locker or school bag for the duration of the school day.

Jewellery:

- Small sleeper or stud earrings (max. of two in each ear) are acceptable.
- Large earrings, chains, rings etc. are not to be worn with the uniform.
- Facial piercings: Small Stud piercings allowed to be covered by plaster during school hours.

Technology

Mobile Phone Policy:

- Mobile phones are not permitted at any time during the school day.
- Any student using a mobile phone in class, irrespective of the purpose, will have their phone confiscated. It will be held in the office and returned at the end of the school day. If a student is repeatedly found using a mobile phone, sanctions may be applied.
- Refusal to hand over a mobile phone may result in sanction / suspension.
- Should any student need to contact their parent / guardian, they may call from the school office with permission from their Year Head / Deputy Principal / Principal.
- The school accepts no responsibility for the loss / damage of a student's mobile phone.

Photographing / Recording Devices:

- The inappropriate use of mobile phones / devices and/or the camera/video/voice recording functions on a student's mobile phone or iPad e.g., unauthorised recording, infringement of privacy, bullying or threatening behaviour, will be dealt with very seriously.

iPod's, MP3 Players, Walkman:

- Any devices used to listen to music should not be brought into school.

Preventative measures

At Bishopstown Community School, students will be encouraged to uphold the Code of behaviour through the following measures:

- The Code of Behaviour is published in the student journal. At the beginning of each academic year, students and parents are asked to read and sign the Code of Behaviour acceptance form. By doing so they acknowledge their support of and cooperation with the Code.
- Aspects of the Code of Behaviour are explained at the incoming first year Parents/Guardians' information meeting held each year. Parents / Guardians are encouraged to contact their Son/Daughter's Year Head if they wish to discuss any matter.
- At the beginning of each year, as part of the induction process, the Code of Behaviour is explained to all students. This affords students the opportunity to think and reflect on

behaviour, learning and rules, so that they can understand what the code of behaviour means for them.

- Bishopstown Community School applies the principles of Restorative Practice where possible. This allows students to reflect on the consequences of negative behaviour and the impact it has on themselves as well as others in relation to teaching and learning and positive, respectful relationships.

Positive Behaviour

Bishopstown Community school focuses on promoting positive behaviour rather more than sanctions. We as a school community aim to create a culture of support, growth and development through recognising positive behaviour, effort and achievement. We recognise that each student is an individual with different abilities and talents. We offer support and guidance to students experiencing challenges through our Student Support Team. Students are acknowledged for consistent effort, attendance and punctuality, academic, sporting, creative achievement as well as good citizenship and moral courage.

Acknowledgements include:

- Verbal praise from teacher/Class Teacher/Year Head/Deputy Principal/Principal.
- Positive postcards home acknowledging achievement.
- School Newsletter.
- Attendance awards.
- Announcements and assemblies.
- Principal's Friday announcement.
- Positive Behaviour initiative.
- Acknowledgements on school social media.
- Celebration events organised throughout the year.
- School awards evening at the end of the school year.

Students supports:

The following provide additional supports to students:

- Guidance Counsellor.
- Chaplain.
- Behaviour for Learning Teacher (BFL).
- Home School Community Liaison (HSCL).
- School Completion Project Worker (SCP).
- Homework Club.
- UCC+ student supports.
- 3rd Level Access Programmes (DARE / HEAR).
- Book Rental Scheme.
- Breakfast Club.
- School Meals Programme.

- Year Head / Class Teacher System.
- Check and Connect.
- Extra-Curricular Activities.
- Talks organised to support students in many areas e.g., wellbeing, study skills, personal safety.

Ladder of Referral

Strategies to improve Behaviour	Code of Behaviour Ladder of Intervention.	Sanction in response to persistent inappropriate behaviour.
Positive Intervention Strategies.	<p>Step One: Subject Teacher</p> <p>1. When inappropriate behaviour occurs use positive intervention strategies.</p> <p>2. If behaviour persists record incident on VSWare. Teacher should record their intervention/sanction/ target. A note should be placed in the student's journal to inform parents.</p> <p>3. Student may be sent to office for cool off period.</p> <p>4. Teacher may want to liaise with class teacher/ year head regarding student.</p> <p>5. If behaviour is deemed as very inappropriate subject teacher may see it necessary to write a report card on student. (May only be ratified when incident is reviewed by Principal/Deputy Principal/Year Head.)</p> <p>6. Students can be referred to, or already may be receiving support from, the support team at any step of ladder</p>	<p>Note on VSWare / in journal.</p> <p>Sanctions.</p>
<p>Positive Intervention Strategies</p> <p>Class teacher offers advice/support</p>	<p>Step Two: Class Teacher</p> <p>1. Should co-ordinate initiatives to foster team building and self-belief.</p> <p>2. Should foster a positive relationship with students in assigned classes so if inappropriate behaviour does occur positive intervention strategies can be used.</p> <p>3. May set targets for student based on incidents that have required a record slip.</p> <p>4. Communication should take place with year head on incidents/targets/sanctions as well as subject teacher who issued record slip.</p>	<p>Note on VSWare/in journal</p> <p>Sanctions</p> <p>Phone call to parents.</p>
Progress card	<p>Step Three: Year Head</p> <p>1. Should foster a positive relationship with students in assigned classes so if inappropriate</p>	Sanction

<p>Year Head gives advice</p> <p>Referral to Support Team</p>	<p>behaviour does occur positive intervention strategies can be used.</p> <p>2.If student continues with inappropriate behaviour a meeting with the Year Head is arranged.</p> <p>3.Year Head discusses incidents with student.</p> <p>4.New interventions/targets/sanctions or progress card may be given. Student would remain on progress card for one week or until targets are met.</p> <p>5.Report card may be issued if deemed necessary. Parents are notified by letter.</p> <p>6.If student fails to meet targets on report card, a second report card may be issued.</p> <p>7.Referral to the support team is to be considered at the discretion of Year Head.</p>	<p>Meeting/phone call to parents</p> <p>Report Card</p>
<p>Support Team Intervention</p>	<p>Step Four: Deputy Principal</p> <p>1.If behaviour does not improve a third report card may be issued.</p> <p>2.Student is suspended for three days, parents are met by Year head</p> <p>3.If it appears the student is not responding positively previous interventions the students profile will be changed to category two and the school will endeavour to put in place additional resources to help the family and the student cope with school life.</p> <p>4.Student moves to step five</p>	<p>Sanctions</p> <p>Suspension</p> <p>Phone call/meeting with parents</p> <p>Report Card</p>
<p>Support Team Intervention</p>	<p>Step Five: Deputy Principal</p> <p>1.Student meets with Deputy Principal, Year Head and Parents for discussion.</p> <p>2.Interventions/ sanctions/ targets may be set.</p> <p>3.Student may be placed on fourth report card and suspended for four days.</p> <p>4.Contact with student/parent will be required before student returns to school.</p> <p>5.Student will be meet by members of the Support Team</p> <p>6.Should targets not be met a fifth report card may be issued.</p>	<p>Sanctions</p> <p>Suspension</p> <p>Phone call/meeting with parents</p> <p>Report Card</p>
<p>Support Team Intervention</p>	<p>Step Six: Principal</p> <p>1.A meeting organised for student and parents to meet Principal, Deputy Principal and Year Head.</p> <p>2.Interventions/ targets/ sanctions or behavioural contracts may be drawn up.</p>	<p>Sanctions</p> <p>Suspension/expulsion</p>

	3.Assistance by Support Team may be increased. 4.Student may be placed on sixth report card 5.Student is referred to the board of management at the discretion of the Principal	Phone call/meeting with parents Report Card
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Discipline/Care Pathways

In our school we are working with students whose needs differ in terms of the support and the care they need in coping with the day to day demands of school life.

In order that the best supports possible can be given to students we categorise them into three groups.

The categories are not labels in themselves but rather pathways that we follow when working with students, with a view to providing them with the best support, care and education possible.

Categories.

1. The majority of students fall into this category. They are students who possess adequate resources within themselves and who enjoy adequate family/home support, such that they can function well within the regular school.
2. These are students at risk of early school leaving who may not have adequate family/home support. They are students who while in the school build up a record of problematic behaviour/ have diagnosed conditions/other issues such that it is evident they need additional support .
3. These are students who are transferring to our school from other schools, where they have experienced difficulties in the past and as a consequence are deemed to be at risk of early school leaving.

Category 1.

Students who possess adequate resources within themselves and who enjoy adequate family/home support, such that they can function well within the regular school.

The journal is used as a means of recording issues /incidents of concern (e.g. arriving late, homework not attempted, books not in class etc.) and as a means of communicating with parents. Students are asked to have the journal signed weekly by parents.

In order to facilitate teaching and learning teachers may also use reasonable sanctions/ punishments where they believe such actions are warranted and of value in inducing compliance.

It is our policy to make positive interventions initially in an attempt to obviate the latter.

SPECIFIC CLASSROOM SANCTIONS:

After a warning a student teachers may do a number of things.

1. Students are listened to and afforded an opportunity to explain their behaviour.
2. Teacher explains to student that/why behaviour is unacceptable
3. Through discussion students are facilitated to verbalise what they did wrong and their write up of the incident is filed.
4. Teachers may use the school journal or other means to communicate with parents/guardians.
5. Teachers may assign extra homework or a brief research using textbook / internet.
6. Time out at office may be required.
7. Teachers may impose detention, supervised by him/herself. If after school detention then advance notice should be given to the parents.
8. Impose other reasonable sanctions / interventions as deemed necessary by the subject teacher at the time

Students may also be asked to have specific notes signed by parents so that the teacher is assured that , something specific has been brought to the parents attention.

The teacher may in addition to putting a note in the journal, write a VSWare Record Slip which will be forwarded to the Year Head. This enables the Year Head/Class Teacher to observe if patterns or trends are developing which require early intervention.

Any teacher may write a Report Card on a student at any time if they feel such action is required. Report Cards are forwarded to the Deputy Principal/Principal / Year Head for validation and the teacher is involved in/kept informed of, what action will ensue.

When a Report Card has been validated

- The student is spoken to by the Deputy Principal/Year Head and the parents are informed.
- The parents are reminded also of the cumulative consequences for the student should they receive further Report Cards.
- The natural consequences are the inviting of the Support Team to become involved, the increasing use of suspensions and ultimately indefinite suspension, pending exclusion of the student from the school by the Board of Management.
- Every reasonable effort is made to avoid the latter and the parents are kept fully informed of their right to appeal at all stages.
- The Principal has the right to bring matters to this final stage without going through all the agreed stages should they in consultation with the Deputy Principal and other staff deem the matter sufficiently grave.

The agreed procedures to be followed on foot of the validation of Report Cards are set out below.

The parent is notified by letter of each Report Card being issued.

1st Report Card *Parent Interview* - *Subject Teacher/class teacher/Year Head*
Student Clarification - *Year Head*
On Report to be signed by relevant Subject Teacher each day for 6 days
Referral to the Support Team to be considered at the discretion of the Year Head

2nd Report Card as Report Card 1

3rd Report Card *Suspension (3 days)*
Parent Interview - *Subject/class teacher/Year Head / D P*
Student Clarification - *Year Head*
Right of Appeal of suspension to Board Of Management
Use of Internal / External support Agencies e.g. Educational Psychologist / School Support Team etc. may be deemed necessary
Student Clarification - *Year Head*
On Report to be signed by relevant Subject Teacher each day for 6 days

If it becomes apparent that the student is not responding positively to interventions being made the students profile will be changed to Category 2 and the school will endeavour to put in place additional resources to help the family and child cope with the demands of normal school life.

However the normal rules and expectations of the school continue to apply.

4th Report Card *Suspension (4 days)*
Parent Interview - *Subject/class teacher/Year Head / D P*
Student Clarification - *Year Head*
Right of Appeal of suspension to Board Of Management
On Report to be signed by relevant Subject Teacher each day for 6 days
Student / Parent contract will be required before student returns to school.

Student to be met by member(s) of Support Team

5th Report Card *Suspension (5 days)*
Parent interview - *Principal / IDEPUTY PRINCIPAL/Year Head*
Student Clarification - *Year Head*
Right of Appeal of suspension to Board Of Management
On Report to be signed by relevant Subject Teacher each day for 6 days

Category 2.

Students who while in the school build up a record of problematic behaviour/ have diagnosed conditions/other issues such that it is evident they need additional support .

The HSCL teacher will liaise with the parent and report to the Year Head and Support Team to explore what is possible in terms of putting additional resources in place for the student and the time frame required.

The Support Team normally involves the following

HSCL, Behaviour for Learning Teacher, Chaplain, Guidance Counsellor, Resource Teacher, Principal/Deputy Principal.

An intervention plan is formulated and the involvement of people at different levels is tracked by the Support Team with a view to monitoring student progress and adjusting the intervention plan as appropriate.

An intervention plan may involve work being done with the student at one or more of the following levels.

1. Resource Teacher.

Assessment (formal/informal) and work targeted at supporting the student academically.

2. Behaviour Support Teachers.

Support for the student that will help them cope with the demands and challenges faced by them in trying to handle the demands of the school day.

3 Guidance Counselling..

Individual Work aimed at helping the child deal with issues at a personal level.

4 HSCL .

Ongoing support /help for parents in dealing with their child and the school system.

5 Chaplain.

Provides pastoral support for both students and parents.

Works with the Care Team for the overall welfare of the students.

6. SPHE .

Targeted group intervention in classes/groups where appropriate.

7. School Completion Programme

Involvement of the student in supervised after school activities.

A Record of the interventions being made by the school is kept in DEPUTY PRINCIPAL's office and is available for Year Head information.

Where necessary for the health and welfare of the student concerned or of others in the school community, an Emergency Plan may be put in place by the Principal/Deputy Principal in consultation with others working with the student.

These interventions are made independent of and run parallel to the normal school discipline routine as outlined for all students .

Category 3.

Students who are transferring to our school from other schools, where they may have experienced difficulties in the past and as a consequence are deemed to be at risk of leaving school early.

The decision to admit or not admit a student is a managerial one and is made by the Principal acting on behalf of the Board of Management.

Before this decision is made the student will meet with members of the Support Team who will then liaise with the Principal as to the above. Following consultation it may be decided the student is a possible Category 3 student and the following approach is then adopted.

The HSCL person meets the parent/parents at an appropriate venue and the concerns of the parent and the needs of the student are discussed.

If it is deemed appropriate, following discussions between the Deputy Principal ,Year Head and HSCL , on entering the school the student may be required to go through an induction period under the supervision of the Support Team. The parents are informed of this and are encouraged to be very involved and active in supporting the school.

An appropriate education/care plan is formulated and the student is put in the care of a designated member of the care team, for a period of time.

The student may not be put on a full timetable until it is thought that the student has a very good chance of surviving the demands of a normal school day.

During an agreed settling in period the student may be withdrawn from classes and required to begin a further period of induction after which a modified intervention plan will be formulated .

Over a period of time it is our expectation that the student will be fully integrated in our school and successfully complete their education under our care.

These interventions are made independent of and run parallel to the normal school discipline routine as outlined for all students.

SUMMARY OF PASTORAL CARE / DISCIPLINE SYSTEM

Minor misdemeanours will be dealt with by the subject teacher and recorded in the school journal. The subject teacher will use encouragement and advice in the hope of the student showing positive behaviour.

In the event of more serious issues regarding a student's behaviour, a Year Head, in consultation with P/DEPUTY PRINCIPAL, may decide to place a student *On Report* and contact the parents of the student. Other sanctions such as detention or extra work may also be given to the student.

If a student is placed *On Report* three times in a school year, more serious sanctions and supports will be deemed to be necessary. The student will be suspended for a duration to be decided by the Principal, a meeting will have to take place with the student's parents and extra internal/external supports which are deemed appropriate will be put in place for the student. It may be necessary for the student to sign a contract of good behaviour and be placed *On Report* on returning to school.

The same procedure will apply for continued unacceptable behaviour by a student with an increase in the degree of sanction until in the regrettable event that a student receives six Report Cards in the one school year. At this stage the Principal may decide to refer the situation to the Board of Management who may decide sanctions up to and including Expulsion.

Note 1: A very serious offence may warrant immediate suspension.

Note 2: Each Report Card must be validated by Principal/Deputy Principal. Or by the Year Head in the case of a first report card.

As the principal acts on behalf of the Board of Management the Principal's interpretation of the Code will be final in the event of a disagreement.

Suspensions & Expulsions:

Suspension

The Board of Management of Bishopstown Community School has delegated to the Principal, or in her absence the Deputy Principal, the authority to suspend a student for up to three days. For very serious offences, which will be reported to the Chairperson of the Board of Management, the authority to suspend may be increased to up to five days. This decision was made at a Board of Management meeting on 8th September 2022. This is reviewed annually. The Principal is accountable to the Board of Management for the use of suspension.

In the event of the Principal's decision to suspend a student the parents will be informed by post and may be required to come to the school for a meeting.

If suspension is to be immediate (the circumstances of which will be the decision of the school management) parents may be informed by phone, with written follow up.

Expulsion

Expulsion is the ultimate sanction imposed by the school and is only employed in extreme cases of indiscipline, gross misconduct or repeated breaches of the Code of Behaviour. A decision by the Principal to recommend to the Board of Management the expulsion of a student will occur only when such is the serious nature of an incident or incidents, or occasion(s) of misconduct that the Principal deems that the only course available to him/her is a recommendation to the Board of Management for the expulsion of the student.

A decision by the Principal to recommend to the Board of Management the expulsion of a student will only occur when the following procedures have been carried out:

1. The school management are satisfied that all other sanctions have been exhausted, *and/ or* all other interventions deemed reasonable by the Principal have been explored.
2. When the parents have been informed of the Principal's intention to recommend expulsion.
3. When the parents are provided with a full written description of the allegation(s) against the student and the case being made to the Board of Management.

A decision made by the Board of Management to suspend or expel a student may be appealed under section 29 of the Education Act 1998. The following outlines the procedures to be followed in the case of an expulsion

- (a) The Board must then notify Parents/Guardian/Student over 18 years of age in writing of their rights to appeal to the Secretary General, Department of Education and Science. under Section 29, Education Act 1998 and they have 42 days to lodge the appeal from the day they receive notification of the decision from the Board.
- (b) The Board must notify the Educational Welfare Officer of the decision and reasons for it.
- (c) The student is not considered expelled before 20 days from receipt of notification by Educational Welfare Officer
- (d) The Board must cooperate with the Educational Welfare Officer
- (e) The National Educational Welfare Board can appeal the decision of the Board and make submission to Appeals Committee.

Appeal Procedure to Secretary General of the Department of Education and Science.

This is fully organised by the Department of Education and Science
Stages:

- Stage 1.** Local level – find agreement
Stage II Facilitation – find agreement
Stage III Appeals Committee – Their decision is final

Policy Review

The policy will be reviewed on an ongoing basis and changes may be applied in accordance with emerging behavioural trends. (Date of review to be agreed) Prior to approval by the Board of Management, the policy will be shared with the Students through the Student Council, the Parents through the Parents Association and all Teachers.

Evaluation

Teachers, Parents, Students and Board of Management will be involved in the evaluation of the policy when it has been in place for one year and any necessary changes will be incorporated in the three main areas outlined above.

Dissemination of policy / Timeframe

Copies of the draft policy will be disseminated to the school community; revision of the current policy will then commence.

This policy will be published on the website and accessible to all.

Students will be made aware of the policy on induction days at the beginning of the school year and during assemblies throughout the school year.

Modification Clause

The Board of Management reserves the right to modify the details of the Code of Behaviour at short notice in response to events or circumstances that were not foreseeable when the policy was first drafted or subsequently reviewed. Notification of such modifications will be sent on the school App prior to becoming operational.

This policy was adopted by the Board of Management on 17/11/22

Signed: _____

(Chairperson of the Board)

Signed: _____

(Principal)

Date: _____

Date of next review: _____

