

Woodbrook College Bray, Co. Wicklow



Code of Behaviour

This policy was drafted in consultation with the education partners at Woodbrook College, Bray, Co. Wicklow. This Code of Behaviour fully reflects the ethos of the school and embraces fully the guiding principles of the Edmund Rice Schools Trust Charter. This code also reflects fully the relevant sections of:

- Article 42 of the Irish Constitution
- The UN Convention on the Rights of the Child
- The Education Act 1998
- The Education (Welfare) Act 2000
- The Education for Persons with Special Needs Act 2004
- Non-fatal Offences against the Person Act 1997
- The Equal Status Act 2000
- All relevant Department of Education and Skills Circulars

It was ratified by the Board of Management on December 14th, 2010.

Contents

- 1) Aims of Code of Behaviour..... P4
- 2) Basic Principles underlying Code of Behaviour..... P5
- 3) Responsibilities of Stakeholders..... P6
This section details the responsibilities of each of the school stakeholders under the code of behaviour
 - The School
 - The Principal
 - The Year Head
 - Non-teaching Staff
 - The Student Council
 - Student Mentors
 - The Board of Management
 - The Deputy Principal
 - The Class Teacher
 - The Parents/Guardians
 - The Students
 - Student Prefects
- 4) Standards of behaviour P10
This section details the standards of behaviour that shall be observed by each student attending the school
 - School Expectations
 - Classroom Expectations
- 5) School Supports..... P18
This section details the supports available within the school to help students to meet the school and classroom expectations outlined in the code of behaviour
 - Personnel
 - Communications
 - Rewards
 - Reflection
- 6) Responding to Unacceptable Behaviour..... P20
This section details the measures that may be taken when a student fails or refuses to observe the standards of behaviour expected of them
 - Initial Interventions
 - General Sanctions
 - Uniform
 - Disciplinary Procedures
 - Specific Sanctions
 - Lates
- 7) Suspension and Expulsion..... P28
 - Procedures for suspension and expulsion
- 8) Review P31
- 9) Documentation..... P32
 - Complaint Sheet
 - Recommendation for Suspension Form
 - Detention Form
 - Report Sheet

Our Mission as an Edmund Rice School

Woodbrook College is part of the Edmund Rice School's Trust (ERST) whose main object is to ensure and foster the advancement of education and to further the aims and purposes of Catholic education in the Edmund Rice tradition in colleges, schools and other educational projects in Ireland owned or operated by the Trust. The educational approach in Woodbrook College, mirrors that of all the schools in the trust, and can be expressed in the following five key elements:

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

This school code of behavior has been drawn up in such a way that it reflects fully these five key elements as well as the school's mission statement.

Mission Statement

At Woodbrook College, we are committed to excellence in all that we do. We educate in an atmosphere that promotes responsibility, tolerance and respect. We are guided by Gospel-based values and, in keeping with our Catholic ethos and the principles of our founder Blessed Edmund Rice, we work as one inclusive community of Board of Management, staff, parents and students to provide a safe, caring and disciplined environment in which all of our students are challenged to reach their full potential in their academic, artistic, sporting and personal pursuits.

Aims

- To ensure students achieve the highest academic standards based on their own individual abilities.
- To deliver a broad-based curriculum that adequately responds to the needs of our students and society in general.
- To continue to provide and resource an extensive programme of extra-curricular activity which caters for the wide range of talents and interests amongst our students.
- To provide a student-centred education which strives to develop the whole person – spiritually, morally, intellectually, physically and socially.
- To foster a spirit of co-operation and respect amongst all of our school community.
- To promote a happy, positive and safe environment where the wellbeing of each person is valued and respected and where healthy relationships are developed.
- To facilitate and embrace a harmonious integration of different cultures, faiths, nationalities, genders, sexual orientations and ethnic diversities.
- To inspire and promote lifelong learning in our students to prepare them to take their place as responsible citizens in a challenging society.
- To continue to grow our partnership with the wider community by reaching out in a tangible way to people in need.

Vision

1. Aims

Our Code of Behaviour sets out the procedures to be followed and the standards of behaviour required in order to ensure that Woodbrook College is a happy, safe and caring school. The code also sets down the supports in place to assist students in upholding the code. Our Code of Behaviour is based on respect for oneself, for others and the environment, so that a positive and co-operative school atmosphere prevails. Many people work together in our school each day and therefore a high level of courtesy and consideration for others is necessary. Behaviour that is ill-mannered, annoying, dangerous or disruptive cannot be allowed. Our code is designed to create an environment in which the welfare of all is protected and the rights of the individual are recognised.

The aims of our Code of Behaviour are:

- To create a positive and safe teaching and learning environment by promoting a sense of mutual respect among all members of the school community
- To create a climate that encourages and reinforces good behaviour
- To promote good behaviour and self-discipline among the pupils so that people feel valued and respected
- To encourage our students to take personal responsibility for their learning and their behaviour
- To reinforce positive social values in our students which will enhance their lives and contribute to the well-being of our school community and society in general
- To help our students to mature into responsible participating citizens
- To build positive relationships of mutual respect and mutual support among students, staff and parents
- To ensure that the school's high expectations for the behaviour of all the members of the school community are widely known and understood
- To outline the ways in which positive behaviour is acknowledged and the strategies used to prevent poor behaviour
- To set down the sanctions to be used in response to inappropriate behaviour

2. Basic Principles

The basic principles which underpin our Code of Behaviour are:

Providing clarity

- The code describes the school's expectations about how each member of the school community (students, staff and parents) will help to make the school a good place for teaching and learning.
- The code describes how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school.
- The code makes clear that an orderly, harmonious school requires students to behave in accordance with the code.

Everyone's behaviour matters

- The behaviour of the adults in a child's life, including parents and teachers, is a significant influence on how a child acts.

Promoting good behaviour

- The code gives priority to promoting good behaviour. The emphasis of this code of behaviour is on setting high expectations and affirming good behaviour.

Balancing Needs

- The code operates on the premise that the educational needs of a student whose behaviour is unacceptable will be balanced with the educational needs of other students in the school.

Positive Relationships

- The code recognises that the quality of relationships between teachers and students is a powerful influence on behaviour in a school.
- The code recognises the need to foster relationships of trust between students and teachers.

Personal Responsibility

- The code aims to help students in the school to experience the value of being responsible, participating members of the school community.

Fairness, Equity and Equality

- The code is informed by the principles of fairness and respects the principles of natural justice.
- The code promotes a consistent approach to behaviour on the part of all school personnel.
- The code promotes equality for all members of the school community and aims to prevent all forms of discrimination.

Working Environment

- The code helps to promote a positive and safe working environment for all including a positive and safe classroom environment free from the threat of violence for both staff and students.

Vulnerable Students

- The code reflects the school's commitment to provide positive support for those students who are more vulnerable to behaviour problems.
- The code is based on a commitment to the welfare of every student, including the right to participate in, and benefit from, education.

3. Responsibilities of Stakeholders

All stakeholders in the school community have responsibilities under the Code of Behaviour.

Role of the School

- To generate a spirit of excellence in the school in academic, spiritual, social and physical aspects of education.
- To help each student to fully develop his/her talents and to achieve his/her highest standards in work and behaviour.
- To recognise good work and behaviour and to seek modifications in behaviour which disadvantages other students or interferes with their learning.

- To cultivate a sense of pride in the school through good example, professional standards and recognition and reward for students' contribution to life in the school.
- To promote close co-operation with parents for the benefit of each student's education

Role of the Board of Management

- The Board of Management is the decision making body of the school. The Board is the school body to which parents can appeal, in cases of suspension and expulsion. Students aged 18 years or over may make their own appeal to the board of management in such circumstances.

Role of the Principal

- To have overall responsibility for the implementation and operation of the code of behaviour within the school

Role of the Deputy Principal

- To be responsible for monitoring lateness among students. To be responsible for implementing a fair and consistent method of controlling and, where necessary, punishing persistent lateness.
- To have overall responsibility for corridor discipline and to be visible on the corridors in between classes.
- To have overall responsibility for uniforms and students adherence to the school uniform and To take appropriate action against those students who attend school without their correct or full uniform.
- To monitor students who have not carried out their detention and o take follow-up action. (This only applies to detentions issued by the Deputy Principal for late-coming)

Role of the Year Head

The Year Head, in consultation with the subject teachers has overall responsibility for the academic progress and pastoral care of the students in the Year Group. The specific responsibilities of the Year Head include:

- To review all complaint sheets from class teachers and takes appropriate action as soon as possible.
- To keep subject teachers informed about individual students after a complaint sheet has been received.
- To meet parents of individual students within their year group where necessary.
- To organise a whole year assembly at regular intervals providing an opportunity to explain and clarify aspects of the school's code of behaviour and to reinforce school rules and positive classroom behaviour.
- To monitor examination results (particularly 3rd and 6th) and take appropriate action as required for each individual student.
- To sign and comment on each student's report at Christmas, Mock and Summer.
- To monitor students who have not done their detention and take follow-up action (This only applies to detentions issued by the Year Head)
- If deemed necessary, the Year Head should refer complaints to the Disciplinary Committee.
- To monitor attendance within the year group. This involves:
 - Follow up students who are absent for a note of explanation.
 - Follow up students who are absent AM and who did not sign in late.
 - Follow up students who are absent PM and who did not sign out.
- To ensure that each student in their class group feels cared for and knows they have someone to talk to if they have any particular needs or concerns.

- To motivate students and build a sense of class pride.
- To encourage the work of the class representatives on the Student Council

In addition to the above responsibilities in relation to discipline and pastoral care, the Year Head has responsibility for:

- Collecting monies from their year group for mock examinations.
- Assisting at special events for example awards day, school mass and fundraising events, involving their class group.
- Assisting and advising the Pastoral Care Team and Critical Incident Team concerning students within their year group.
- Liaising with the class teachers at the end of the year to arrange class groupings for the next year.
- Inspecting and signing student journals on a regular basis.
- Organising an end of year trip for their year group.
- Organising the emptying of lockers at the end of the school year and the collecting of locker keys.

Role of the Class Teacher

Teachers have a pivotal role to play in behaviour management and this pivotal role forms a core element of this code. Teachers through their classroom management techniques have the power to shape the behaviour of students within the classroom and outside.

- The role of the subject teacher within the code of behaviour is to maintain good order and discipline within their classroom. An essential element to this is to:
 - Record and deal with incidents of classroom indiscipline
 - Monitor and record attendance
 - Monitor and record classroom punctuality
- Some teachers, because of their assigned duties, have special responsibilities with regard to the code. These responsibilities are outlined under the relevant heading.
- It is the responsibility of the classroom teacher to ensure that students (especially students with special educational needs) have a good understanding of what is expected of them.
- To send those students who arrive into the first class without full uniform, or late and without a late stamp, to the front office to meet the Deputy Principal.
- To develop an awareness of the Pastoral Care needs of each member of their class group and to pass on any concerns to the Pastoral Care Coordinator/Guidance Counsellor.

Role of the Non-Teaching Staff

- The school acknowledges the contribution of all non-teaching staff in the day to day running of the school. In relation to this code, they have a responsibility to report instances of misbehaviour as well as exemplary behaviour.

Role of the Parents/Guardians

- The school acknowledges the role of parents/guardians in the development and operation of the code of behaviour and expects them to support the code and ensure that their child uphold it.
- The school welcomes and actively encourages the involvement of our parents and guardians in the education of their child.
- The Code of Behaviour is circulated to the parents and guardians of all entrants to the school. They are asked to read it and then to sign their agreement with the content and to actively support and co-operate with its implementation, particularly to try and ensure compliance by

their child. A form to this effect is included in the school journal and this should be co-signed by the student. *This is to ensure that parents/guardians and students understand what our rules are; why they must be adhered to and what procedures will be followed if the rules are not upheld.*

- To show by example that they support the school in setting the highest standards in all it tries.
- To make sure that students come to school regularly, on time and suitably presented, appropriately dressed and ready to work.
- To take an active and supportive interest in their child's work and progress.
- To show support for the authority of and discipline within the school, by helping their child to achieve maturity, self-discipline and self-control.
- To support the school, in whatever manner they can, in all its endeavours to promote and improve the education of their child.

Role of the Student Council

- The Student Council, elected by the student body, assists in the promotion of positive attitudes and values among all students.

Role of the Students

- The school expects that students will at all times do their best to uphold the code of behaviour of the school.
- To obey all legitimate requests from a member of staff. Serious dissent and insubordination will not be tolerated under any circumstances.
- To carry out their school work conscientiously and to the best of their ability and to never cheat at any examination.
- To aim at the highest standards of academic achievement, commensurate with their abilities and to contribute positively to all aspects of life in the school.
- To refrain from any activity/action which disrupts the teaching and learning process within the classroom.
- To attend at school each day and for each class during that day unless there is a legitimate reason for their absence. A note explaining such absences must be brought to the year head immediately on returning to school following any absence.
- To attend with the required equipment and books, well prepared, suitably presented, appropriately dressed and ready to learn.
- To refrain from any physical violence towards another student.
- To refrain from any act of vandalism (deface, disfigure, damage or destroy) against school property or the property of any member of the school community.
- To never engage in any form of bullying towards another student and to report any such act to a member of staff.
- To never use, possess or distribute any illegal drugs and to report any such act to a member of staff.
- To participate fully in all school activities and to do one's best at all times.

Role of the Student Mentor and Student Prefects

- As part of our induction programme, Mentors (senior students who have a particular leadership role) assist with the introduction of the code of behaviour to new First Year students.

4. Standards of Behaviour

A) School Expectations

Rules help to promote good behaviour and self-control. They help to create a safe, secure learning environment for all members of the school community.

1.1 Students

The school expects that students will

- Show respect, courtesy and good manners to staff members, visitors and each other at all times.
- Be on time for every class.
- Show respect for school property.
- Move quietly around the school in an orderly manner and line up quietly outside their classroom until the teacher arrives.
- Follow instructions given by any member of staff and co-operate fully and without question with these instructions.

1.2 i) Bullying and Harassment

Bullying/harassment is any persistent behaviour by word or deed which causes, or is perceived to cause, hurt or offence to another person

- All forms of bullying/harassment – verbal, sexual, text-based, cyber or otherwise, are strictly forbidden in Woodbrook College.
- We are a “telling” school – bullying is too important not to report. Parents, guardians, staff and students should report any concerns or instances directly to the school. All complaints of bullying/harassment will be investigated thoroughly.
- Pastoral support will be given to victims of bullying and guidance for improving behaviour will be given to the bully.
- Diversity must be respected by all members of the school community and so there will be no tolerance of any form of bullying or harassment on any of the nine grounds for discrimination named in the Equal Status Act 2000.
 - *gender, marital status, family status, sexual orientation, religion, age, disability, race, membership of the Travelling Community*

ii) Homophobic Bullying

Homophobic bullying is bullying that is motivated by a dislike or fear of someone because of real or perceived lesbian, gay, bisexual or transgender identity of the individual being targeted.

- It is totally unacceptable to be disrespectful about someone’s gender (sexism) or sexual orientation (homophobia).
- Anti-gay name-calling is unacceptable behaviour. This includes the use of ‘gay’ as an insulting term at instances when it is not directly targeted at any one individual.

1.3 Violent/Aggressive Behaviour

It is the duty of the Board of Management to ensure the health and safety of both staff and students.

- The use of offensive language and aggressive, threatening or violent behaviour towards another member of the school community is strictly forbidden.
- It is strictly forbidden to bring into the school any implement or item that could be a danger to self, other students or staff members.
- For health and safety reasons:
 - Students involved in violent behaviour may be suspended during the course of any investigation.
 - Staff may be required to intervene, perhaps physically, during any incident of violence.

1.4 i) Uniform

Students show respect for themselves and pride in their school by the care they take of their uniform and their general appearance. Sanctions, outlined later in this document, may apply to students who come to school without their full school uniform.

- Full uniform must be worn at all times.
- Sports shoes and runners are only to be worn during PE classes and sports.
- Students are not permitted to wear coats, hoodies, scarves, hats or gloves inside the school building.
- Students are not permitted to wear ear-rings or other facial jewellery of any description.

ii) Hair

- Hair should be clean, neat and tidy at all times
- Hair longer than shoulder length should be tied back while in school
- No extreme hairstyles such as Mohicans, dreadlocks etc. are allowed
- Certain dyed hair is allowed but colours such as blue, purple etc. or excessive bleaching is not acceptable
- Skull patterns are not allowed

The acceptability or otherwise of any hairstyle or colour rests ultimately at the discretion of the school Principal. The parents of pupils with unacceptable hairstyles will be contacted with a view to taking the student home to rectify the hairstyle. If necessary the student will be suspended until such time as the hairstyle conforms to acceptable norms.

1.5 Property

While every care is taken by the school authorities, the Board of Management cannot accept responsibility for any loss of property.

- Students are expected to care for their own and school property and respect that of others.
- Students must not interfere with property that does not belong to them.
- All belongings must be clearly labelled.

- School books, copies and journals should be maintained in good condition. Any that are defaced or lost will need to be replaced at the student's expense.
- Items such as mobile phones, MP3 players, iPods etc. are the responsibility of individual students. Such items must be powered off during class time. Students are advised to read carefully the school's policy on mobile phones.
- If a teacher asks for a phone to be handed over, it must be done immediately and without argument. The phone will be returned to the student at the end of the school day by management. If he refuses, more serious sanctions will be imposed.
- Occasions may arise when it is considered necessary to search a student's property (school bag, clothes or locker) in the investigation of a particular breach of the Code of Behaviour for example substance use/abuse or theft. In such instances, students may be asked to empty their pockets, schoolbag or locker. Such action must be authorised by the Principal or Deputy Principal and will always be carried out in the presence of another staff member. Where possible parents or guardians will be contacted by phone and made aware of the situation.

1.6 Journey to and from School

Students are expected to take responsibility for their own personal safety on their way to and from school. They should be familiar with the Rules of the Road and should obey them at all times.

- Students are expected to show respect and consideration for local residents and road users including other pedestrians
- Students must not loiter on the school grounds or at any school entrance or gate. Students waiting for the bus on either side of the road must behave as they would in school. Any misbehaviour which brings the name of the school into disrepute will be dealt with severely
- Students crossing the road must do so at the pedestrian crossing and must at all times show respect for the traffic warden on duty

1.7 Attendance and Punctuality

Students are expected to attend at school on all days detailed on the calendar issued at the beginning of the year. The school is required, by law, to report students who are absent for any reason for more than a total of 20 days in any school year. The school is also required to notify the Education Welfare Board if there is any concern with regard to a student's attendance.

- All students enter and leave the school through the student entrance in the morning (8.50am and 1pm) and in the afternoon (1.30pm and 3.30pm)
- A roll call is taken during the first and last class each day. Students missing during those classes must account for their absence in one of the following ways:
 - Signing the "late book" where the reason for the lateness will be recorded
 - Signing the "sign-out book" at the reception desk where the reason for their early departure will be checked and recorded.
 - Producing an absence note on their return to school and handing it to their Year Head before they go to their first class
- Students who arrive late for school will not be admitted to class without a late stamp

- Students who are late for class as a result of being detained by another teacher, for whatever reason, must have a note in their journal explaining same and signed by the other class teacher. This includes meetings with school personnel such as Principal or Year Head
- Students who persistently fail to produce absence notes will not be permitted to return to school until they do so
- Persistent late-comers will face sanctions as detailed in the “sanctions” section of this code
- If a student needs to leave school early, a note signed by the parent/guardian must be recorded in the student’s journal. This note should state the reason for and the time of the student’s departure from school
- Students are not permitted to leave the school building without authorisation from their Year Head even in situations where they have written permission from their parents. Students leaving early must sign the “sign-out book” and leave by the main door

1.8 In-School Movement

In the interests of health and safety all movement within the school should be orderly and quiet.

- When walking in the school corridors, students should make sure that their bags and possessions do not cause an obstruction. Students should keep pens rulers etc. in their bags to avoid accidental injury or damage.
- Students must line up quietly outside the classroom as arranged by their teacher. Students enter the classroom on the invitation of the teacher only. They must enter and exit classrooms in a quiet, orderly manner.
- No student should be out of class during class time without their journal having been signed by their class teacher and the reason for leaving indicated clearly
- When a student is feeling unwell and is unable to remain in school, he should inform his/her subject teacher. He will then be sent to his/her Year Head who will make a final decision as to the necessity for the student to go home. The student if requested should then go to the school secretary, who will contact home. The student will remain in the waiting area until collected by a parent or guardian. In some cases a parent may give verbal permission for their child to travel home alone. For health and safety reasons, students should not contact home themselves. It must be done through the school office.

1.9 Classroom Procedures

Classrooms are centres of teaching and learning and must remain so. Students should acquaint themselves with the classroom rules displayed clearly in each room.

- Students must never disrupt the class in any way which prevents effective teaching and learning from taking place.
- Students sit in a place allocated by the class teacher. This place may be changed from time to time by the teacher ONLY
- Books, copies, journal, pens etc. required for class should be taken out of bags and placed on the desk ready for work. School bags should be placed safely under the desk. Specialist rooms may have their own rules and these also must be adhered to
- Students may not open windows, operate blinds, write on black/white boards or interfere with any fittings within the room, unless asked to do so by the teacher

- Classrooms should be left clean, litter free, with chairs under desks after each class. At the end of the school day, chairs should be placed carefully on top of the table to facilitate cleaning
- Students should notify their teacher of any graffiti, marking or other damage to their assigned desk
- Students may only visit the toilet with the permission of the class teacher and with their signed journal in their possession. Students should not enter any toilet during the changes of class.
- Students may only leave the classroom with the permission of the teacher and with a signed journal in their possession.
- Specialist rooms, such as Science, Woodwork, Art, Computers, etc. require extra rules regarding safety and the correct use of equipment and apparatus. The teacher in charge will explain these. For health and safety reasons, failure to follow these rules may lead to the removal of the student from the class or some other appropriate sanction

1.10 Homework

Students are expected to take pride in their work and to strive for as high a standard as possible when completing homework assignments. All students should familiarise themselves with the school's homework policy.

- Students are expected to produce good quality written homework and to complete written and learning assignments on time.
- Homework consists of
 - (a) Reviewing the day's class work.
 - (b) Learning the required area of the subjects being studied.
 - (c) Submitting written assignments on time and up to the required standard.
- Students are expected to record all homework, both written assignments and learning work, in their journals. This is to help them revise work for class and to remind them of homework to be done.
- Students must have their journal with them in school at all times
- Parents and guardians should check the journal regularly. All students must have their journals signed by a parent or guardian at the end of each week. As well as a record of homework given, it is an important means of communication between home and school, and is used to record late excuses, misbehaviour, praise etc. during the course of a school day.
- Students experiencing difficulties regularly in producing homework may be referred to the Positive Behaviour Management Post holder for guidance and help with organisation, books etc. in an attempt to resolve the issue before it becomes a disciplinary matter.

1.11 Examinations

Examinations are an integral part of the school curriculum. Practice at examinations both formal and class based play a vital role in preparing students for the Junior and Leaving Certificate examinations

- If a student behaves unacceptably during an exam – talking, copying etc. – their answer paper will be cancelled and this will be noted on the student's record. For persistent misbehaviour during house exams, the student may be asked to sit the remainder of his/her exams at home.

- School uniform must be worn during all examinations.
- Students are advised and encouraged to stay in the centre for the full duration of the examination.
- Students are provided with a copy of examination timetables and are responsible for presenting themselves on time for all examinations.

1.12 Health and Hygiene

It is important that our school is kept clean, tidy and hygienic for the benefit of all. All students must play their part in this.

- Food is only to be consumed in the designated areas. Food must not be consumed in the classrooms (unless on special occasions and with the permission of the class teacher) and never on the corridors
- Chewing of gum is not allowed in our school.
- The only drink allowed during class, study or exam time is bottled water. Within class, a drink may only be taken with permission from the teacher - this is a matter of courtesy.
- Please put all litter in the bins provided. Litter is disgusting and is easily avoided
PLEASE PLAY YOUR PART!

1.13 Substance Abuse

Students are advised to familiarise themselves with the school's "Substance Misuse Policy"

- Smoking is absolutely forbidden in the school, school grounds and at school entrances. Please also note that it is against the law for *anyone* to smoke in the school. The smoking of e-cigarettes is also prohibited.
- Students involved in using illegal substances of any sort, or their supply or possession, within the school building or grounds or at school entrances will face serious sanctions up to and including expulsion.

1.14 Extra-Curricular Activities

All students are encouraged to participate in the wide variety of extra-curricular activities offered by the school.

- Students taking part in extra-curricular activities during normal class times must find out what work has been covered, make up for the lost class by personal study, and must complete work set by the teacher for that class.
- It is an honour to represent the school and students must present themselves on such occasions, properly dressed, and their behaviour should reflect the high standards of the school.
- Loyalty to school teams is expected.
- Extra-curricular activities are available as a result of staff commitment. This work is entirely voluntary – staff members are not paid. Students should respect this by turning up punctually for the activity or event, cooperating fully at all times and letting the teacher know well in advance if they will not be available for any activity.

1.15 Illness/Accidents

In the interests of health and safety, students should not come to school if they are unwell

- Parents/Guardians must ensure that the school has a contact phone number for them, including their mobile number (and another nominated number, should they not be available).
- A student who is ill may only go to the Front Office with the permission of their Year Head.
- Every effort will be made to contact the parents or guardians of a student who is ill by phone and they will be asked to arrange to take or allow the student home. Parents or guardians may nominate another person to take responsibility for the student in such circumstances—this nomination should be made at enrolment/re-enrolment time.
- If the student's condition gives cause for concern, they may be brought to a doctor, or an ambulance may be called to take the student to hospital. Every effort will be made to contact parents or guardians or their nominated person in these circumstances.
- Medical expenses are the responsibility of parents or guardians.
- All accidents must be reported to the Principal. An accident form will be filled in by the teacher in charge.

1.16 Fire/Safety Equipment

Interference with the fire-alarm system or safety equipment in the school is highly irresponsible and will be considered a very serious offence.

- No student must interfere in any way with the fire alarm, fire extinguishers, safety notices or any other equipment designed to protect the safety of all members of the school community.
- Students must behave responsibly and follow correct procedures during fire drills.

1.17 School Break-times

For health and safety reasons, students must be supervised at all times while they are on school property. For this reason, the following regulations apply in relation to non-class times:

8.30am to 8.50am

The school building opens at 08.30am to allow students gain access to their lockers. During this time, students are restricted to public areas within the school building and the school yard only. No student is permitted to enter classrooms or to congregate on the playing pitches.

10.50am to 11.00am

The school building remains open between 10.50am and 11.00am to allow students gain access to their lockers. During this time, students are restricted to public areas within the school building and the school yard only. No student is permitted to enter classrooms or to congregate on the playing pitches.

1.00pm to 1.10pm

The school building remains open between 1.00pm and 1.10pm to allow students gain access to their lockers. During this time, students are restricted to public areas within the school building. No student is permitted to enter classrooms during these times.

1.10pm to 1.30pm

All students should remain in the playing yard, canteen area or library during this time. Students are encouraged to avail of fresh air and exercise in the outdoors during this period if weather permits.

Important Points

- Changes may be necessary to the above regulations in the event of bad weather. Announcements will be made over the school intercom in such circumstances.
- While in the school yard, students must remain in view of supervising teachers. Students therefore must not congregate in areas which are out of sight such as behind the prefabs or the bin storage area. Sanctions will apply to students who breach this rule.

B) Classroom Expectations

The following points are covered in the general rules of the school but are summarised here because they relate specifically to the classroom.

- Students must adhere to the standards of behaviour displayed in each room
- Students must move quickly between classes in order to ensure that they arrive to their next class on time. Latecomers will face sanctions as they disrupt the work of the class.
- Students must ensure that they have the correct books, copies and other necessary resources with them for each class.
- Students may only access their lockers at the appointed times.
- Eating is not allowed in the classroom. Drinking water is permissible with the permission of the teacher.
- Mobile phones and other electronic equipment (except calculators) must be turned off and out of sight during class time.
- Students must respect the property of the school and that of their fellow students.
- Students must bring their journal to each class and hand it up immediately if requested to by a member of staff.
- Students must attend all of their classes. Students missing from class without a valid reason will face sanctions.
- Full uniform must be worn at all times. Students should familiarise themselves with the school uniform policy particularly those sections relating to jewellery, hair styles and footwear.

5. School Supports

The school endeavours to give students every possible support and assistance in upholding the code of behaviour. Concern for the welfare and development of our students is at the core of the school's culture, and this is reflected in our extensive pastoral care system.

The pastoral care system plays an important role in fostering good relationships within the school community. These relationships are central to the good behaviour and discipline which the Code is designed to promote.

A) Personnel

Year Head

Each Year group has a Year Head. The role and duties of the Year Head has been outlined in the section on "Responsibilities of Stakeholders".

Guidance Counsellor

The School Guidance Counsellor has a pastoral role within each class and year group and on a one-to-one basis with each student.

Pastoral Care Team

The Pastoral Care Team has a pastoral role within each class and year group and on a one-to-one basis with each student. The school has a comprehensive Social, Personal and Health Education programme which is an integral part of the pastoral care system.

The pastoral care team meets regularly. The members of the team are:

- The Pastoral Care Co-ordinator
- The Principal
- The Guidance Counsellor
- The SPHE Co-ordinator
- The First Year Head
- The Second Year Head
- The Third Year Head
- The Fifth Year Head
- The Sixth Year Head
- Other staff, as required

B) Communications

Effective communication is vital in ensuring success in any organisation including the school.

- The student journal is designed to be an easy means of communication between home and school. Parents should check the school journal on a regular basis and must sign it each

week. Important notes relating to the progress of your child and his/her behaviour within the classroom setting will be recorded in the journal.

- All members of staff are available to meet parents and guardians by appointment. This meeting may include other staff members.
- In cases of serious or urgent concern parents or guardians should contact the school immediately and every effort will be made to deal with the matter promptly. In this regard:
 - To discuss concerns relating to a particular subject or class disciplinary matter, the first point of contact should be with the relevant class teacher.
 - To discuss concerns relating to general discipline, the first point of contact should be with the student's Year Head.
 - To discuss matters of a personal nature, the first point of contact should be with the school Guidance Counsellor.
- For other matters, parents/guardians may be asked to attend at the school to meet the Disciplinary Committee, the Deputy Principal or the Principal.

C) Rewards.

We acknowledge students for upholding the Code of Behaviour by:

- ✓ Praising Students Privately
- ✓ *Sending home Positive Postcards to the Parents/Guardians of students who are consistently making real efforts in school or who are making a valuable contribution to a particular aspect of school life.*
- ✓ Presenting certificates of Merit/Awards of Merit
- ✓ *Nominating a Student of the Week every week*
- ✓ Commenting positively to Class Tutor, Year Head or Principal
- ✓ **Giving leadership roles to students**

D) Reflections

If a student breaks a rule they may be asked to complete a Reflection Sheet. Our complaints procedure begins with asking students to reflect on their behaviour (where appropriate) to develop the students sensitivity and consideration for others and to assist them in upholding school rules in the future. Reflection Sheets are differentiated between junior and senior students to help students realise how they could act differently in the future and to avoid breaking the rule again.

6. Responding to Unacceptable Behaviour

Interventions are necessary to help students who find it difficult to uphold the school's code of behaviour. Interventions may take a number of different forms.

A) Initial Interventions

6.1 Interview

An interview between the student and a member of staff, usually the subject or class teacher, will take place initially. The purpose of this interview is:

- To help the student understand the rule(s) they have broken
- To help the student understand the effects of their behaviour on themselves, as well as on other members of the school community
- To help students make amends for their actions
- To suggest to the student how to act/react differently so as not to break the rule(s) in the future
- To impose a sanction, if one is required, and to get the student to see the need for one.

6.2 Classroom Sanction

If deemed necessary by the subject teacher, a sanction may be imposed at this stage. Most teachers have their own system of sanctions for minor classroom misbehaviour but in all cases these are required to be **fair and reasonable**. These may include:

- Verbal reprimand and warning as to consequences if misbehaviour is repeated
- Change of location in classroom.
- Removal of privileges.
- Giving the student a piece of written work to do in which they have to outline in writing the rule(s) they have broken, the effects this breach had on themselves and on other members of the school community and how they can avoid a repeat of this behaviour in the future
- Additional homework. This work should always be course related and of an educational nature. The school does not recommend giving students multiple repetitions of "lines" or other such activity as these have no educational value.

It is school policy that punishment work is checked the following day by the teacher concerned.

6.3 Communication with Parent(s)/Guardian(s)

The class teacher may decide to communicate with the parent(s)/guardian(s) of the student at this point if it is deemed necessary. This may take a number of forms:

- 1) A note may be written in the student diary. Parent(s)/guardian(s) should check their child's diary on a regular basis and should sign the diary at the end of each week. Notes written by teachers in the student's diary should always be signed by the parent/guardian.

- 2) The teacher may telephone the student's parent(s)/guardian(s) to discuss the misbehaviour and to afford parent(s)/guardian(s) an opportunity to work with the staff and student to try and improve the problem.

6.4 Referral

A system of referrals has been put in place to help the school best meet the needs of the students. Depending on the situation and the circumstances, a student may be referred to a number of different sources of support and guidance. These include:

- Referral to Year Head
- Referral to school Guidance and Pastoral Care Team
- Referral to Deputy Principal
- Referral to Principal
- Referral to outside specialist support

B) Disciplinary Procedures

Agreed procedures exist for dealing with unacceptable behaviour, starting with the subject teacher and ending with the Board of Management who deal with the most serious incidents.

Subject Teacher

Each teacher has responsibility for discipline within their own classroom and as already mentioned will apply appropriate sanctions to deal with disciplinary breaches. Subject teachers will keep a record of these incidents and they may also be noted in the student's journal. This is referred to as **Stage 1** in the disciplinary procedures. More serious offences or continuous misbehaviour will be referred on.

Year Head

Where warranted, subject teachers may refer the disciplinary matter to the appropriate Year Head. A **complaint sheet** must be filled out by the subject teacher giving full details of the incident and any action taken to date. This is referred to as **Stage 2** in the disciplinary procedures.

The Disciplinary Committee

The Disciplinary Committee comprises three persons and is chaired by the Deputy Principal. The remaining two members will be made up from the Assistant Principal post-holders within the school. The committee will meet once a week to discuss serious cases of persistent indiscipline where the normal procedures and sanctions have been exhausted and no noticeable improvement can be seen in the student(s) concerned. Once-off incidents of serious misbehaviour which are covered by the schools code of behaviour will not be passed to the disciplinary committee though such incidents may be taken into account by the committee should that student come before it at some other time. The disciplinary committee may:

- Require the student and/or the student's parents to attend a meeting of the disciplinary committee.
- Recommend pastoral or other intervention from outside agencies
- Recommend further periods of suspension
- Recommend exclusion

- Impose any other sanction including detention/report/counselling which they deem appropriate.

Principal

In certain circumstance the Disciplinary Committee may refer the matter to the Principal. This may be done for the following reasons:

- a) In the opinion of the Disciplinary Committee or in line with agreed sanctions, further periods of suspension or exclusion may be warranted
- b) The incident was so serious that immediate referral was warranted

Board of Management

The Principal will inform the Board of Management of all suspensions and the Education Welfare Board of those suspensions which exceed six days.

Other disciplinary matters may be referred to the Board of Management if expulsion is considered to be warranted. In such situations the procedures of our policy on expulsion will be followed. After having given an opportunity to the parents/guardians (or student if over 18 years) to put their case, the Board will consider the circumstances and make a decision.

C) General Sanctions

In certain situations, it is necessary to use specific defined sanctions so that our students experience the consequences of their misbehaviour and to help and support them in modifying their behaviour. In so doing however, the following will never be viewed as appropriate forms of sanction in Woodbrook College and as such are prohibited:

- Physical punishment or the threat of physical punishment
- Ridicule, sarcasm or remarks likely to undermine a student's self confidence
- Public or private humiliation
- Leaving a student in an unsupervised area while in the care of the school
- Persistent isolation of, or ignoring, a student in class
- Any sanction which is used in a discriminatory way or applied to a group in the case of individual or small group wrongdoing

Students who engage in misbehaviour will enter the discipline system at the appropriate stage. The stage is determined by the severity of the sanction. **Once a sanction has been imposed and properly served by the student, that incident is at an end.** Should the student re-offend, they will again enter the discipline system at the appropriate stage. However, students who persistently misbehave will move up through the disciplinary system at the discretion of the Year Head and may ultimately face any sanction up to and including exclusion.

Stage 1

Minor infringements of the school rules

A number of sanctions are available to the subject teacher for minor breaches of school rules and classroom indiscipline. These are used at the discretion of the subject teacher but at all times should be used **fairly, consistently and reasonably.**

- A firm reprimand
- Recording of the incident in the student's journal to be noted and signed by parent/guardian
- An undertaking to abide by the school and classroom rules to be sought from the student
- Movement of student to a different place in the classroom
- Punishment work (See separate section regarding suitable punishment work)

Note

Any persistent refusal by a student to accept a punishment/sanction given by a subject teacher at stage 1 will automatically move the student to stage 2 of the procedures. Students who feel they have been unfairly treated should arrange for their parents/guardians to meet the subject teacher to discuss the incident further at which any areas of confusion can be addressed in an appropriate manner.

Repeat of misbehaviour or more serious misbehaviour

Repeated misbehaviour or more serious misbehaviour will result in further sanctions and a record will be kept of the specific details of the incident(s). Further sanctions may include:

- Further written work
- Temporary removal of the student to another classroom by arrangement with that teacher
- Telephone contact with parents/guardians
- Referral to Year Head* and movement of student to stage 2 of the disciplinary procedures

* A complaint sheet must be completed by the subject teacher when referring a complaint to the Year Head

Complaint Sheets

Complaint sheets are used when a subject teacher wishes to pass a complaint to the relevant Year Head. These forms should be completed in detail and passed to the Year Head without delay. Complaints, which are not accompanied by a complaint sheet, will not be entertained.

Responsibility of Teacher

Once a complaint sheet has been completed, the following procedures must be followed by the subject teacher making the complaint:

- 1) The complaint sheet should be given to the relevant Year Head or left in their pigeon hole without delay.
- 2) The details of the complaint should be written into the "Complaint Sheet Log Book" kept in the staff room. This should include a brief summary of the nature of the complaint.

Responsibility of Office Staff

At the end of each day, a member of the administrative staff will transfer the details from the "Complaint Sheet Log Book" to the Student Disciplinary Books maintained in the Year Head's office.

Responsibility of Year Head

Once the complaint has been appropriately investigated and dealt with, the Year Head should record any action taken on the appropriate page in the Student Disciplinary Books. Any action taken at further stages in the disciplinary process should also be recorded in the Student Disciplinary Books in order to build up a complete picture of a student's disciplinary record.

The “Student Disciplinary Books” including details of complaints made and action taken, are available in the Year Heads Office for inspection by any teacher.

Stage 2

Complaints referred to Stage 2 will be fully investigated by the appropriate Year Head. This will involve communication between the Year Head and the subject teacher as well as a meeting between the Year Head and the student. A three way meeting between Year Head, subject teacher and student may also take place. At these meetings, the student will be given an opportunity to:

- Give their side of the story
- Make known any mitigating or special circumstances
- Demonstrate their commitment to changing their behaviour and co-operating fully with the school’s code of behaviour

A number of sanctions are available to the Year Head at stage 2 of the disciplinary procedures:

- The parent(s)/guardian(s) of the student may be called to a meeting with the Year Head.
- The student may be given a written warning together with clear expectations of what is required in the future.
- Additional punishment work to be overseen by parents/guardians.
- A Wednesday detention.
- The student may be assigned a community task such as collecting litter, the removal of graffiti, tidying classrooms etc.
- The student may be excluded from a school event or activity*
- Movement of student to stage 3 of the disciplinary procedures.

* This sanction should only be used where the misbehaviour occurred while the student was supporting or representing the school in that particular activity or event.

Occasionally, it may be necessary to delay a student or group of students at the end of the school day to speak with them. Students should not be delayed more than 15 minutes without the permission of parents/guardians being sought.

Stage 3

Students will generally move to stage 3 of the disciplinary procedures for one or more of the following reasons:

- 1) They continuously behave in such a way that effective teaching and learning is prevented from taking place in the classroom
- 2) They have refused to accept and abide by the rules of acceptable behaviour as laid down in the school’s code of behaviour
- 3) They have been involved in a serious incident of misbehaviour which warranted immediate movement to stage 3 of the disciplinary procedures

A number of sanctions are available to the Year Head at stage 3 of the disciplinary procedures:

- Detention may be given to the student. Depending on the situation, this may be:
 - Two successive 2-hour detentions

- One 3-hour detention
- The student may be placed on daily report for at least one week.
- The parent(s)/guardian(s) of the student may be called to a meeting with the Year Head.

Stage 4

Students will generally move to stage 4 of the disciplinary procedures for one or more of the following reasons:

- 1) Having been dealt with at stage 3 of the disciplinary procedures, the student continues to behave in such a way that effective teaching and learning is prevented from taking place in the classroom
- 2) They have refused to accept and abide by the rules of acceptable behaviour as laid down in the school's code of behaviour
- 3) They have been involved in a serious incident of misbehaviour which warranted immediate movement to stage 4 of the disciplinary procedures

A number of sanctions are available to the Year Head at stage 4 of the disciplinary procedures:

- Further detentions
- A recommendation that the student be placed on internal suspension (Stage 4/5)
- A recommendation may be made to the Principal that the student be suspended from school, in accordance with the school's policy on suspension and expulsion. The length of any proposed suspension will depend on the seriousness and nature of the incidents

Students at stage 4 of the disciplinary procedures will be referred to a member of the School Pastoral Care team.

Stage 5

In exceptional circumstances, the Year Head may move a student to stage 5 of the disciplinary system by referring the student to the Disciplinary Committee. Students at stage 5 will be considered for further suspensions or expulsion by the Board of Management in accordance with the school's policy on suspension and expulsion. Students may be moved to stage 5 for the following reasons:

- 1) Having been dealt with at all stages of the disciplinary system, the student continues to behave in such a way that effective teaching and learning is prevented from taking place in the classroom
- 2) They have continuously refused to accept and abide by the rules of acceptable behaviour as laid down in the school's code of behaviour
- 3) They have been given every opportunity and assistance to overcome their difficulties and change their behaviour
- 4) They have been involved in a serious incident of misbehaviour which warranted immediate movement to stage 5 of the disciplinary procedures

Students at stage 5 of the disciplinary procedures will be referred to a member of the Pastoral Care team.

D) Specific Sanctions

Some types of behaviour have to be accepted by everyone as being always unacceptable and so should always be punishable by a set of agreed sanction. Only a small minority will ever engage in this behaviour and so, in fairness to all students, they must be seen to be dealt with. The following is a list of agreed sanctions for certain stated misbehaviour. This list is not exhaustive and may be added to or amended if considered necessary.

Stage 3 Misbehaviour

- | | | |
|----|--|---|
| 1. | Leaving school/class without permission | 2-hour detention |
| 2. | Mitching from school | Punishment to be decided in consultation with parents/guardians |
| 3. | No PE gear without written note of explanation (2 nd and subsequent offences) | 2-hour detention |
| 4. | Smoking in school building | 2-hour detention and €20 fine |
| 5. | Smoking in school grounds | 2-hour detention |
| 6. | Failure to attend 2-hour detention | Redo detention plus 3-hour detention |
| 7. | Failure to attend 3-hour detention | Redo detention plus additional 3-hour detention |
| 8. | Graffiti | 3-hour detention plus 1 hour graffiti removal work |
| 9. | Damaging or defacing school journal | 2-hour detention |

Stage 4 Misbehaviour

- | | | |
|----|--|---|
| 1. | Abusive/Offensive language to a staff member | Parents called in and 1 day suspension |
| 2. | Bullying/Harassment | Investigation by Deputy Principal. All sanctions up to and including suspension will be considered. |
| 3. | Damaging school property | 1 day suspension and payment for Repairs. Minimum payment €50 |
| 4. | Damaging/interfering with safety Equipment/Signs | 3 day suspension and payment for repairs. Minimum payment €50 |

- | | |
|--|---|
| 5. Stealing school property or property of other student's | 1 day suspension and payment for replacement. |
| 6. Aggressive behaviour towards other students/serious fighting in school | 1 day suspension |
| 7. Participating in an organised fight outside school | 3 day suspension |
| 8. Being present at and/or recording of an organised fight outside school | 1 day suspension |
| 9. Fireworks/stink bombs/bangers in school or bringing any item to school which could cause serious harm to a member of the school community. | 1 day suspension and confiscation of items. |
| 10. Persistent failure to attend detentions | 1 day suspension for 1 st offence plus the detention(s) to be served on return. Failure to comply will lead to a 2 day suspension and so on. |

Stage 5 Misbehaviour

Bringing the school into disrepute
(for issues arising out of school time)

Investigation by Year Head and Disciplinary Committee. All options up to and including expulsion will be considered

Any deliberate action, not covered above, which does or could cause harm to another member of the school community.

Investigation by Year Head and Disciplinary Committee. All options up to and including expulsion will be considered

Physically aggressive behaviour towards a member of school staff

All sanctions up to and including expulsion will be considered

Possession of drugs

Investigation by Disciplinary Committee and Principal. All options up to and including expulsion will be considered

Supplying drugs to other students

Investigation by Disciplinary Committee and school Principal. All options up to and including expulsion will be considered

E) Uniform

All students are required to attend at school each day in full uniform as documented in the school diary. The Deputy Principal will be responsible for monitoring uniform compliance by students.

Students not in Full Uniform

- 1) Home will be contacted. Parents will be given the option to collect their child so that they can return home to change into their full uniform or to bring the missing items to the school. If parents are unable to do either; permission will be sought from parents for the student to return home on their own to change into their full uniform.
- 2) Students who are unable to wear part of their uniform due to unavoidable circumstances and where a note to this effect is produced, will not be subject to (1) above. However, every effort must be made by both parent and student to have the full uniform as soon as possible. Students with genuine explanations will only be given a short period of time to rectify the situation.
- 3) Students who persistently come to school without their full uniform may receive a 2-hour detention, even where a note from home has been supplied.

F) Lates

Punctuality is very important and all students must leave their home each day so that they will arrive at school in good time. All students should be in the school yard at least five minutes before the first class begins in the morning. Student lateness is monitored by the Deputy Principal.

The following procedure applies to late comers:

- 1) Any student who is not in their classroom at 8.50am in the morning must report to the front office.
- 2) These students must sign the late book and ensure that their journal is stamped. No student will be admitted late to a class without first showing the teacher the 'late stamp'.
- 3) Students who are late should knock on the classroom door and after being admitted and producing their late stamp should move quickly and quietly to their desk. Lateness causes disruption to the work of the class and this must be minimised for the benefit of the students who were in class on time.
- 4) A 1-hour detention is given to students who are regularly late. Please see separate "Lates Procedures" document.
- 5) Students who are late due to dental or other appointments, and who produce a signed note to that effect, will not be subject to sanction for those late arrivals.

Other sanctions may apply to students who are persistently late to school.

G) Detention

Detentions will take place each Wednesday between 1pm and 4pm. Detentions may be of 1, 2 or 3 hours duration depending on the offence.

Procedure

- 1) Detention may be authorised by the relevant Year Head for specific incidences of misbehaviour or an accumulation of complaints from class teachers
- 2) A detention form must be completed and should be given into the secretary's office for Posting. A log will be kept of all detention forms posted. Detentions which are not recorded in the "Detention Log" will be deemed to be invalid and a replacement letter will be sent. Year Heads should not hand detention letters directly to students or use text messages to inform parents of detentions.
- 3) The student's name and details will be recorded in the "Detention Book" on the appropriate Page by the school secretary.
- 4) The student must return the confirmation slip to the secretary's office.
- 5) The teacher supervising detention should call the roll and indicate those present/absent in the column provided.
- 6) The relevant Year Head should follow up those students who fail to attend detention
- 7) Year Heads should make a copy of the detention form and file in the relevant students File and record the details in the relevant Student Disciplinary Book.
- 8) Students who fail to show for detention without a valid letter of explanation from their parents/guardinas will receive a second detention and must complete both. Students who refuse to carry out detentions will be asked to remain at home until they are prepared to carry out the detentions.

7. Suspension and Expulsion

Access to education shapes the life chances of our students 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.

Suspension

Fair Procedures

1) The Right to be Heard

Before a suspension or other serious sanction is imposed, a student and their parents will be informed about the allegation/behaviour and the processes that will be used to investigate and decide the matter. They will also be given an opportunity to respond to the allegation before the sanction is imposed and make a case for lessening the punishment.

2) The Right to Impartiality in Decision Making

In the case of incidents where suspension may be used as a sanction, an impartial member of staff will carry out the investigation and make a full report of all the facts to the Principal. This person may also recommend an appropriate sanction. The Principal then makes a decision as to the appropriateness of the sanction. Only the Principal (following authorisation from the BOM) can make a decision to suspend a student.

Grounds for Suspension

Suspensions are regarded as a very serious sanction reserved for very serious once-off offences or a combination of lesser though serious behavioural issues. Except in specific single incidents of serious misbehaviour (as stated in code of behaviour), other interventions will be tried before suspension and school staff will have reviewed the reasons why these have not worked.

The grounds for suspension are:

- The students behaviour has had a seriously detrimental effect on the education of other students.
- The students continued presence in school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.

Behaviour Management Plan

Suspensions are not regarded as isolated events but as part of an overall behaviour management plan for the student in question. Therefore:

- Suspensions will provide a respite for staff and student, to give the student a chance to reflect on the link between their actions and its consequences.
- Suspensions will enable the school to set behavioural goals with the student and their parents
- Suspensions will give school staff an opportunity to plan other interventions
- Suspensions will impress on a student and their parents the seriousness of the behaviour

Immediate Suspensions

An immediate suspension will only be considered 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 in the school. Parents will be notified and arrangements made with them for the student to be collected.

Automatic Suspensions

As part of the school's policy on sanctions, particular named behaviours may incur a suspension as sanction. However this does not remove our duty to follow due processes and fair procedures in each case.

Rolling Suspension

A rolling suspension will only be used where the student, on their return to school, engages in further serious misbehaviour that warrants suspension.

Periods of Suspension

Students will always be suspended for a definite period which will be either:

- 1 Day
- 3 Days
- 5 Days after consultation with the Board of Management
- 10 days in exceptional circumstances and after consultation with the Board of Management

Appeal

Parents/guardians may appeal a Principal's decision to suspend a student. Where a student is suspended for more than 20 days in a school year, the student/parents have a right to appeal to the Secretary General of the DES under section 29 of the Education Act 1998. Details of how to appeal will be made available to parents/guardians by the school authorities.

Implementing the Suspension

Where it has been decided to suspend a student, the Principal will notify the parents in writing regarding:

- The period of the suspension and the start and end date
- The reasons for the suspension
- Any study programme to be followed
- Arrangements for returning to school. This may include some or all of the following:
 - A requirement that the student reaffirms their commitment to the code of behaviour and/or produces a letter of apology.
 - A meeting with a member of the school Guidance and Pastoral Care Team
 - A meeting between the parents, student and Year Head.
 - Any special pre-conditions for return such as external counselling, referral to N.E.P.S. etc.
- Provision for appeal

While on suspension, students are under parental care and supervision and must stay away from the school and its environs during the period of suspension.

Return from Suspension

When the student returns from suspension, they will be afforded the chance of a fresh start. As with all sanctions, once imposed and completed, the student will be given the opportunity to start again with a clean slate and treated the same as any other student.

A Parent or guardian will be requested to attend with the student on the day of their return. Students who have been suspended may be re-admitted on a phased basis or a limited time-table, at the discretion of the School Authorities.

Reporting

A record of all suspensions will be maintained in the school. All suspensions will be noted at the next Board of Management meeting although the names of the students will not be disclosed. Students who have been suspended for more than six consecutive days will be notified to the relevant Education Welfare Officer. Students who are suspended for more than 20 days will be notified to the Education Welfare Board.

Expulsion

Expulsion (the permanent exclusion of a student) is an extremely serious sanction and will only be considered in exceptional circumstances.

A student may be expelled by the Board of Management if:

- All other sanctions have failed
- Their behaviour places the safety of other member(s) of the school community at risk
- Their behaviour is such that it interferes with the Constitutional right of other students to education

A period of suspension will precede a recommended expulsion and the parents/guardians will be informed of their right to present their case to the Board of Management and be given a chance to do so. The Education Welfare Board will be informed.

In exceptional circumstances, the Board of Management having followed due processes and fair procedures, may form the opinion that a student should be expelled for a first offence. This situation may arise should the student be found to have:

- Threatened violence against a member of staff or another student.
- Engaged in physical violence/assault against a member of staff or another student.
- Supplied illegal substances to others on the school premises.
- Carried out a sexual assault.

The above list is not exhaustive.

8. Review

This Code of Behaviour will be reviewed in consultation with staff, parents, students and the Board of Management on an annual basis or earlier if required by legislation, directive or circular. Any significant amendments which need to be made will be in keeping with the general philosophy of our code and will be communicated to the members of our school community in writing.

Enrolment in Woodbrook College and re-admission to Woodbrook College each year presumes acceptance of the Code of Behaviour.

As the official Code of Behaviour of our school, all registered students of our school should read it carefully. Copies are available for download from the school website at www.woodbrookcollege.ie or in hard copy on request from the school office. Students along with their Parents/guardians will be required to sign acceptance of it in the student's journal.

9. Documentation

- A) Complaint Sheet**
- B) Recommendation for Suspension Form**
- C) Detention Form**
- D) Report Form**

COMPLAINT SHEET

DATE OF INCIDENT: _____

NAME OF PUPIL: _____

CLASS: _____

WHERE INCIDENT TOOK PLACE: _____

WHEN INCIDENT TOOK PLACE: _____

DETAILED DESCRIPTION OF INCIDENT INCLUDING QUOTES

DESCRIBE HOW YOU HANDLED THE INCIDENT. PLEASE GIVE DETAILS OF THE PUNISHMENT WORK GIVEN (E.G. TYPE AND QUANTITY)

TEACHER CHECKLIST

| | Yes | No | Date |
|---|--------------------------|--------------------------|-------------|
| Reflection Sheet Issued | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Initial punishment work given | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Initial punishment work produced | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Extra punishment work given | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Extra punishment work produced | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| <u>Telephone</u> contact made with parents | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Complaint Sheet Logged | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

TEACHER: _____

DATE: _____

YEAR HEAD ACTION

**Woodbrook College
Recommendation to Suspend Form**

“Only the Board of Management has the authority to suspend a student although this authority may be delegated to the school Principal. Suspensions must be in line with the NEWB guidelines and must observe all legal requirements. The school’s policy on suspensions is contained in the school’s Code of Behaviour.”

Teacher Name: _____ **Date:** _____

Position: Principal Deputy Principal Year Head

I am recommending to the Board of Management of Woodbrook College that the student named below should be suspended from school in accordance with the school’s policy on Suspensions and Expulsions.

Student Name: _____ **Class:** _____

Recommended period of suspension: _____ days

Please give a brief summary of the reasons why a suspension is being recommended in this case:

Have parents/guardians been informed?

Yes **No**

Have parents/guardians been given an opportunity to attend a meeting to discuss the matter further?

Yes **No**

If yes, did parents/guardians take up the above opportunity?

Yes

No

Signed: _____

Supporting Documentation

In order for appropriate consideration to be given to this recommendation, the following documentation should be attached:

- 1) Relevant complaint sheets
- 2) Summary report (typed) of behaviour record to date, sanctions administered, pastoral intervention recommended and all other actions taken. (For subsequent suspension recommendations, this summary can be added to as appropriate)

The items at (2) above are only required if the suspension is for an accumulation of misbehaviour over a sustained period of time and is not required if the suspension is for an offence which carries a fixed suspension punishment as outlined in the school's Code of Behaviour.

For Office Use

Student Name: _____

Class: _____

Duration of Suspension: _____

Dates of Suspension: _____

Appeal Details

Woodbrook College Detention Form

Date: _____

To the Parents/Guardians of: _____

I wish to inform you that for the reasons detailed below, _____ will be required to attend at detention on:

Wednesday: _____

1pm to 2pm

1pm to 3pm

1pm to 4pm

Details

Students who do not attend their detention on the specified date, without a satisfactory note of explanation to their Year Head will face further sanctions up to and including suspension.

Please sign the form below and return it to the school secretary at least one day prior to the date of detention

Year Head

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Detention Confirmation Form

Students Name _____
Class _____
Date of Detention _____
Signature of Student _____
Signature of Parent/Guardian _____

Woodbrook College Report Sheet

Student Name _____
Class _____
Date _____

| Class/ Period | Behaviour | Homework | Subject/ Teacher |
|------------------|-----------|----------|---------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |

Signature of Parent

Understanding Being “On Report”

A student may be placed “on report” by their Year Head for any period from one day upwards. It is a means of monitoring the behaviour of students who have returned to normal class following a disciplinary matter which may have resulted in a detention or suspension. Other students may also be put “on report” if it is felt it would be useful in helping them to modify their behaviour or preventing potential misbehaviour in the future.

Responsibilities of a student “on report”

- 1) To present the report sheet to each of your teachers at the **beginning of each lesson**
- 2) To collect the report sheet from each of your teachers at the **end of the lesson**
- 3) To get your parent/guardian to sign the report sheet each evening
- 4) To return the report sheet to your Year Head before 8.50am the following morning

Please remember that it is a serious offence not to follow any of the above rules and that failure to co-operate with the “on report” system in any way will result in more serious sanctions being considered.

Responsibilities of the parent/guardian of a student “on report”

- 1) To check the report sheet each evening and discuss the comments with your son/daughter
- 2) To sign the report sheet each evening and to make sure your child brings it to school the next Morning
- 3) To make contact with the Year Head/Class Teacher where there are signs of classroom difficulties emerging

Responsibilities of the teacher of a student “on report”

- 1) To complete the report sheet at the end of each class by writing a comment which accurately reflects the student’s behaviour and homework relevant to that class period
- 2) To return the report sheet to the student at the end of the class

Review

Review Date:..... _____