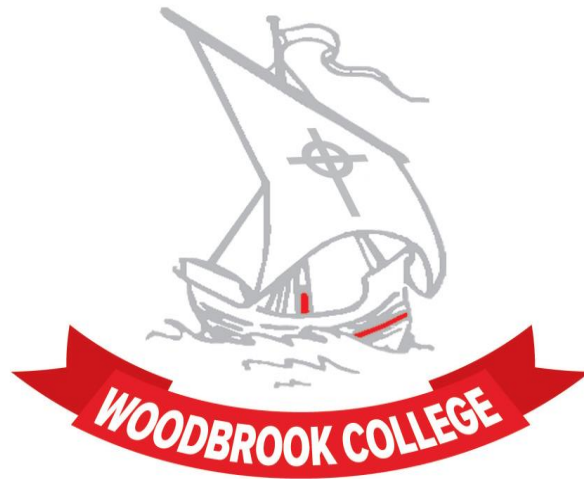


Woodbrook College

Bray, Co. Wicklow



Relationship and Behaviour Policy

"Learning together for a better future"

Approved by the Board of Management at a meeting on

29th June 2020

1. GENERAL

- 1.1 Woodbrook College has a catholic tradition reflecting the values of the Edmund Rice Schools Trust (ERST) Charter.
- 1.2 Woodbrook College considers itself a pluralist community; it embraces inclusion in terms of social, cultural, religious and ethnic diversity.
- 1.3 Woodbrook College is a co-educational school with a broad curriculum, which aims to meet the diverse range of academic, vocational, spiritual, and social needs of its students.

2. INTRODUCTION

2.1 Woodbrook College believes that its Relationship & Behaviour Policy should be framed in such a way as to encourage co-operation and interdependence. An essential element of this is good open communication between the partners. The school believes that such an approach will be beneficial for students, teachers, parents/guardians and the Board of Management alike.

2.2 This policy has been created in consultation with the Student Council, the Parent Council and the staff. We believe that policies work best when they are developed through consultation with students, parents/guardians and staff [National Education Welfare Board: Developing a Code of Behaviour: Guidelines for Schools, p.37]. Our aim is to ensure that this **Relationship and Behaviour Policy** is seen as supportive, encouraging, fair and consistent by all students, parents/guardians and staff.

2.3 The aims of this policy are:

- To develop a broad and inclusive range of aptitudes in each student
- To develop the self-worth, self-esteem, and self-confidence of each student
- To provide a supportive and caring environment
- To equip each student with a balanced outlook on academic, sporting, and personal achievement
- To create an environment in which the positive strengths of each person will be developed to the full
- To promote the efficient operation of the school in a manner, which enables the school's overall aims/ethos to be realised in a fair and equitable way.
- To encourage respect for each individual, especially those that are vulnerable, and for the school environment in general.
- To foster self-discipline in students and their training in positive behaviour patterns which are based on consideration, respect and tolerance towards others
- To develop interpersonal skills, which will help students to work co-operatively, give them the ability to solve problems, develop relationships and resolve conflict appropriately.
- To continue to foster a **Respectful, Inclusive, Committed and Honest (RICH)** culture within the school contained within the RICH culture that is being fostered.

3. ROLES AND RESPONSIBILITIES OF TEACHERS AND MANAGEMENT

3.1 Teachers and Management will endeavour to maintain a consistent and fair approach to supporting positive behaviour by:

- Fostering mutually respectful relationships between students, parents/guardians and all staff on the school campus.
- Promoting positive behaviour and acknowledging learning achievements, progress and effort.
- Following clearly defined procedures.
- Adopting constructive, effective and fair consequences.
- Implementing appropriate teaching strategies to enable all students to achieve their potential.

- Providing support through the pastoral system and the SPHE/ Life Skills and Wellbeing programs.
- Encouraging student involvement in the extracurricular life of the school.
- Creating a classroom charter of behavior with each class group.
- Rewarding good behaviour and aiming to issue as many positive entries as negative ones on VShare or in a student's journal and fully explaining any difficulties to student or parents/guardians as required.

4. ROLE AND RESPONSIBILITIES OF PARENT(S)/GUARDIANS

- 4.1 Parents/Guardians and teachers are the significant adults in the lives of the young people at school. Parents/Guardians will encourage positive student behaviour by:
- Fostering mutually respectful relationships between students, parent(s)/guardians and all staff on the school campus.
 - Supporting the school in its high expectations of positive behaviour and high standards of achievement
 - Encouraging and supporting their children's progress
 - Informing the school of concerns which may affect their child's progress
 - Providing feedback through the Parent Council on how policies and practices might be more effective.
 - Providing notes for absences, lates, appointments, consent forms either through the App or the student's journal.

5. ROLES AND RESPONSIBILITIES OF STUDENTS

- 5.1 You, the students, are at the center of the school community. You are responsible for your own behaviour and will engage in positive behaviour by:
- Respecting others as you would wish to be respected
 - Contributing to a positive learning atmosphere in the classroom
 - Working to obtain the best education for yourself and others
 - Always acting in a safe manner
 - Showing respect for other people's property and the school environment
 - Supporting the Student Council in its role as a voice for students
 - Raising issues which concern you, whether at home or in school, with an appropriate person.
 - Following school rules as outlined in Appendix 1

6. PROMOTING POSITIVE BEHAVIOUR

- 6.1 At Woodbrook College we believe that it is important to acknowledge students who make a positive contribution in the classroom and to school life in general. This can be done in a number of ways:
- Delegation of responsibility to students via the student leadership programme
 - Merit System
 - Monthly merit Draws
 - Positive comment in homework journal or on VShare
 - Contact with home via email, phone call, letter or the App
 - Recognition at assemblies and in school publications

- Encouragement of student involvement in the planning and delivery of assemblies
 - Presentation of prizes at assemblies or end of year prize giving
 - Encouragement of staff and parental/guardianship involvement in the Relationships and Behaviour Policy
- 6.2 Respect for persons and property, the need for order and the promotion of positive behaviour are the underlying principles for the list of rules in **Appendix 1**. All students upon enrollment to the school agree to abide by the Relationship and Behaviour Policy. This Policy and the Intervention Procedure (see appendix 2/3) are brought to the attention of teachers and students at the start of each academic year.
- 6.3 The Board of Management is responsible for overseeing the implementation of the Positive Behaviour Policy. Overall responsibility for promoting positive behaviour within the school rests with the Principal and Deputy Principal. Year Heads and Form Tutors monitor the behaviour of students in their respective year groups. Each teacher has responsibility for the maintenance of positive behaviour and good order within her or his classroom, while sharing a common responsibility for good order within the school premises. Through the implementation of this policy students are encouraged to take increasing responsibility for their own behaviour.

7. INTERVENTIONS

- 7.1 The following strategies may be used in response to inappropriate behaviour. All decisions are based on fairness and natural justice:
- An element of restorative practices which focuses on building and repairing relationships. The process includes: restorative language, restorative discussion, mediation and problem-solving advice
 - Communication with parents/guardians via the Homework Journal/VShare/email/telephone
 - Direct contact with parents/guardians by phone
 - Warning and advice on how to change behaviour
 - Revision of seating plan
 - Moving place in class groups
 - Loss/Withdrawal of privileges, including trips and extracurricular activities
 - Issuing of Demerits based on specific actions of the student's behavior during school, outings, extracurricular time, examination either house or state and school trips/tours
 - Interviews to establish the facts of the situation from individuals involved and any witnesses that may be named These interview notes are signed by the student.
- 7.2 The Behaviour Intervention Procedure (**see Appendix 2/3**) will be applied as a ladder of increasingly serious Intervention strategies used may include:
- Daily Report
 - Formal Assessment
 - Behaviour Management Plan
 - Suspension
 - Implementation of exclusion procedures
- 7.3 The following is a summary of the suspension and exclusion procedures. For further detail please refer to the school Policy on Suspension and Exclusion.
- As required under the Education Welfare Act 2000 Section 23 (2) the following procedures will apply in the case of suspension.

- The Principal and/or the Deputy Principal can suspend students from school for a serious breach of discipline or in circumstances of continuous failure to conform to school rules (See Positive Behaviour Intervention Procedure **Appendix 2/3**).
- Parents/guardians will be notified by phone and confirmed in writing or by email of this decision. In the case of an immediate suspension parents/guardians will be notified and arrangements made for the student to be collected. The suspension will be a matter of record and notified to the Board of Management.
- The Principal or Deputy Principal will contact or meet the parents/guardians of any suspended student and may recommend referral to the appropriate support agencies and/or the signing of a behavioural agreement.
- The student will report to the Principal, Deputy Principal or Year Head upon their return to school. Work may be issued during suspension at the discretion of school management.
- The Board of Management has the authority to exclude a student. Exclusion may be recommended to the Board when the student and his/her representative fail to convince the Principal of their resolve to conform to the school rules or when the breach of discipline is so grave that the Principal considers it in the best interests of the staff and fellow students that the right to attend be permanently withdrawn. The Board of Management will consider the Principal's recommendation
- The Board of Management shall make the final decision in relation to the permanent exclusion of a student from the school. The Board will hold a hearing if it decides to consider expelling the student. If the Board, having considered all the facts, is of the opinion that the student should be excluded the Board will notify the National Education Welfare Board and parents/guardians in writing. Parents/guardians and students will be informed of the right to appeal under the *Education Act 1998 section 29* and supplied with the standard form.

8. ABSENCES

- 8.1 The Education (Welfare) Act, 2000, Section 18, requires parents/guardians to notify the school of the reason for a student's absence. Parents/ guardians will use the App/homework journal to outline the reason(s) for absence. A parent/guardian must write the note or make the submission from the App.
- 8.2 Section 21 (4) of the Act requires the Principal to inform an Educational Welfare Officer in writing if the aggregate number of days on which a student is absent during a school year is 20 or more. The Principal is also authorised to notify an Educational Welfare Officer if, in the opinion of the Principal, a student "is not attending regularly".
- 8.3 The school will acknowledge students who have good attendance records as required by section 22 (2) of the Act. Rewards will include tokens for use in local shops and termly certificates for excellent attendance.

9. RELATED POLICIES

- 9.1 Teachers, parents/guardians and students need to be aware of the content of the policies listed below. Copies are available from the school office or at www.woodbrookcollege.ie
- 9.2 *Dress code, Anti-Bullying, Substance Misuse, School Tours, Acceptable use of ICT, Suspension and Exclusion*

10. REVIEW

- 10.1 This policy will be reviewed on a regular basis and formally adopted by the Board of Management on a regular basis. Submissions from parents/guardians, teacher's, student's or other interested parties are welcome.

Appendix 1 School Rule

1. CLASSROOM

- 1.1 Allow your teachers to teach and your fellow students to learn.
- 1.2 Contribute to a positive educational atmosphere in the classroom.
- 1.3 Bring all necessary equipment and materials to class.
- 1.4 Complete homework (your own work) on time and to the best of your ability.
- 1.5 Respect the property of others and the school.

2. DRESS CODE

- 2.1 Follow the Dress Code Policy (details available on the website www.woodbrookcollege.ie and abridged in the Homework Journal)

3. HEALTH AND SAFETY

- 3.1 School is a place of safety for all.
- 3.2 All forms of bullying are unacceptable and should be reported to a member of staff (see *Anti-Bullying Policy available on the website www.woodbrookcollege.ie*).
- 3.3 It is illegal to smoke/vape within the school or its grounds. Smoking or the use of e-cigarettes etc. is forbidden anywhere on campus and in areas close to the school (including surrounding residential areas) or while representing the school on any activity. Students should not be in possession of cigarettes or e-cigarettes etc. anywhere on campus. The consequence for smoking or the use of e-cigarettes is outlined in appendix 2.
- 3.4 Any involvement with or possession of alcohol, harmful substances, or illegal drugs on school grounds or on any school activity is forbidden. Please refer to the *Substance Misuse Policy* for more information.
- 3.5 Possession of dangerous objects/substances or offensive weapons is forbidden.
- 3.6 Behave in a responsible, polite and appropriate manner while moving around the school environment.
- 3.7 A high standard of behaviour is expected while travelling to and from school and while waiting at bus stops or any transport systems.
- 3.8 Always dispose of your litter in the appropriate bins. Keep the school environment safe and tidy. Take care not to leave any litter in classrooms, toilets, school buildings, school grounds or elsewhere.
- 3.9 Students who drive to school are not permitted to park on the school grounds.
- 3.10 Dismount from bicycles when in school grounds. Electric scooters etc. are not permitted on school grounds.
- 3.11 Hot food must be consumed in the canteen area or outside. Please ensure to discard any leftover food or packaging in an appropriate manner.

4. PROPERTY

- 4.1 Respect all property.
- 4.2 Any damage to furniture or fittings e.g. graffiti may have to be paid for by those responsible.
- 4.3 Charging of mobile phones or other electronic devices is not permitted.
- 4.4 Chewing gum is forbidden within the school environment.
- 4.5 The school cannot be held responsible for lost property. Personal belongings should be clearly labelled. All items of value should be placed in a student's locked locker.
- 4.6 Ensure that all electronic equipment or mobile phones are switched off and out of sight before the start of class. Earphones must not be worn in class. Confiscated electronic devices or mobile phones will be kept until the end of school the following day for a first offence and one additional day for each subsequent offence.
- 4.7 In order to respect the privacy and integrity of all individuals in the school, camera/video facilities or electronic devices e.g. phones or tablets may not be used on the campus without the express permission of the teacher.

- 4.8 Certain areas of the school are out of bounds i.e. spaces outside of the basketball courts or to the front of the school building, behind the containers or external changing rooms.

5. ATTENDANCE AND PUNCTUALITY

- 5.1 Attend school each day (see section 8 of the Relationship and Behaviour policy).
- 5.2 Students in sixth year may leave school during lunch time.
- 5.3 Attend all timetabled classes. Permission to leave school early should be requested in writing by the parent/guardian either through the school App or in the students' journal. Students are not permitted to write their own notes.
- 5.4 Punctuality is essential at all times. Students who arrive after registration must sign in at the office. Late notes can be sent by the school App or written in the students' journal. Students without a valid note will receive a Late sanction.

6. INTERNET AND IT USAGE

- 6.1 Please refer to our '*ICT and Mobile Phone Acceptable Use Policy*' at www.woodbrookcollege.ie and go to school policies

Woodbrook College will support students in as positive a manner as is practicable. We work on the principle of Merits as a reward for good behaviour and Demerits assigned to poor behaviour.

1.0 Merits: These are assigned to students who behave in the manner in which the staff feel supports the characteristic spirit of the school and is in line with the four main principles; Respect, Inclusion, Commitment and Honesty, (RICH culture). The merits are assigned by a member of staff and these merits go towards an overall recognition model that will be celebrated at different stages of the year. These are typical examples of what the merits are awarded for. The list is not exhaustive and the merit is awarded at the staff member's discretion.

- Being kind to another student
- Pushing an academic boundary
- Pushes themselves outside of their boundary
- Excellent standard of classwork
- Above normal test results
- Neat locker or notes
- Selflessly helps others
- Great participation in class discussions
- Shows excellent understanding
- Being consistently polite
- Being helpful to a member of staff
- Acting as a mentor to others
- Excellent honesty
- Winning a subject competition
- Improvement in quality of work
- Shows great sportsmanship
- Consistently present at an extracurricular training
- Shows great understanding to another in crisis

The highest number of merits awarded to an individual student will be announced at assembly a number of times each year, culminating with an end of year cup which will be awarded as part of the prize night at the school. The total number of merits awarded to each **River** will be part of the inter class competition held every year in Woodbrook College. For an overview of rewards please see Appendix 3 It is the intention of the school to record as many positive entries, in VShare, as there are negative ones. This is to reinforce the type of relationship and behaviour we expect from our community.

2.0 Demerits: There will be a focus on three separate elements of the student's actions, namely: lateness; homework and behaviour. These are classified and dealt with through the actions listed below. This process is to make administration easy and clarify what is required from our students and staff. An overview of demerit system can be seen in Tables below.

2.1 Punctuality: Breaches of punctuality are referred to as lates either late to school or to class and are recorded on VShare using the "late to class or school" icon. This is done by the office for school lates, or by the class teacher for students late to their classes, who do not have a valid excuse. Late to school means arriving at assembly or registration after 8.50, when rolls are taken. However, we expect students to arrive at 8.45 for an 8.50 start. After a number of lates, the student will attend an "early morning club"(EMC), 7.45am to 8.30am on a Wednesday morning. If the number of EMCs rise then additional sanctions will be issued. These are determined in conjunction with the Form Tutor, Year Head and Deputy Principal. The Year Head will issue the sanction automatically when the number of lates reach the trigger indicated in Table 1. This will be notified by email to parents/guardians and copied to the student's Form Tutor. Lates will also count towards the overall Behaviour/Demerit system.

2.2 Missed homework/course material: This relates specifically to the student missing homework, course material or assignments, and is given by the class teacher to the student and recorded on VSware. The class teacher has full discretion in terms of issuing a homework VSware entry. They may use a “three strikes and you’re out” rule or that they feel that missing any single homework is not acceptable, but that is up to the class teacher. However, a number of actions will precede any sanction. There will always be a discussion with the student to understand any difficulty that may exist. If the difficulty is significant this will be passed onto the Form Tutor or Pastoral Care Team for review.

The teacher should be very clear when this material/work/assignment is due and equally clear that a Demerit has been issued.

Once the trigger is reached (see table 1) the student will automatically be issued with a sanction and will be required to attend a 1-hour after-school "Homework Catch-up" (HC) on a Tuesday evening from 3.40 to 4.40, where they should catch up on missed homework. This will be issued by the Year Head and copied to the Form Tutor. If this behaviour persists, then the class teacher will call home to discuss this with a parent/guardian. If the student earns three HC sanctions then they will go on report, see below. The homework sanction will also count towards the overall Behaviour/Demerit system.

2.3 Uniform: While this is a part of the Demerit system, it is essential that everyone understands what is required. The Uniform Policy clearly outlines the rules regarding items such as uniform, shoes, P.E. gear, jewellery and hair. It is our goal for the uniform to be worn with pride and in the best manner possible. Breaches of the uniform policy will be recorded on VSware, under the appropriate descriptor, and monitored by the Form Tutor. The uniform sanction will also count towards the Behaviour/Demerit system and will be sanctioned accordingly.

2.4 Teacher Sanctions: This can be additional work or something that a teacher deems appropriate for the level of difficulty that the student has caused. This will be used when a student causes disruption, breaks class rules or is affecting other class members, and can be recorded on VSware under the required descriptor. Each descriptor has its own value and this will be part of a cumulative Behaviour/Demerit score which will receive sanctions accordingly.

2.5 Call home: A call home is an exceptionally powerful communication tool and can be used to great effect to support a class teacher and student relationship. Where there are persistent difficulties from a student or if a student is not working in the manner that is considered acceptable then this will be communicated to a parent/guardian. An example of this might be non-cooperation during class time, disrupting others or persistent missed homework. A quick outline of the call is recorded on VSware under “notes” for the student.

2.6 Behaviour/Demerit system: This is given for a variety of reasons, which are all behaviour related, such as persistent disruption in class or behaviour that is considered dangerous or against the school rules, where a warning will not suffice. Reaching a set number of demerits will result in a 1.5-hour after-school detention on a Friday (3.40 – 5.10) where the student will engage with some light physical or school related work. An App message or email will be sent from the Year Head to the parents/guardians regarding this, when the student hits a predetermined trigger. This will be copied to the Form Tutor and is recorded on VSware. If the number of Friday afterschool sanctions that an individual student attends becomes excessive then there will be additional interventions in conjunction with the Form Tutor, Year Head and Deputy Principal. This can include use of the Pastoral Care Team, Parental/Guardian meetings, the use of external agencies or services.

2.7 Report card system: There are currently four report cards; Homework, Uniform, Behaviour and Effort and Participation. These are issued by the Year Head, in conjunction with the Deputy Principal. These are used when a student lacks consistency in a specific area, or in the case of the Behaviour report card, covers all aspects of the student's school life. Placing a student on report card will be communicated to the parents/guardians by phone and this information will then be logged on VSware under the notes section and on the report card log. This should be considered an aid to the student to support their learning.

2.8 Removal from class: This should only be used in exceptional circumstances and will never be used as a sanction in its own right, with the exception of a one-off occasion, unless approval has been given through the Deputy Principal or Principal. The sanction “Removal from class” will be issued on VSware and this has a significant number of demerit points associated with it. If a student is removed from class for gross misconduct such as aggression or extreme rudeness then an email is sent to the office and copied to the Deputy Principal, Form Tutor and Year Head.

2.9 Removal from extracurricular activity: This is used in exceptional circumstances and is approved by the Deputy Principal/Principal in conjunction with the Year Head. This is a formal sanction so will be recorded on VShare under the notes section for the student. Typically, this is used as a sanction where it is considered part of a larger behavioural strategy being worked on by the Form Tutor, Year Head and Deputy Principal. Please note that sanctions which require attendance before or after school override attendance at extracurricular activities or matches unless a postponement is agreed between the student and the Deputy Principal.

2.10 Saturday morning Detention: This is a very special sanction that is issued by the Principal or Deputy Principal and usually requested by the Year Head. It will be held on the first school Saturday of the month from 9.30 to 12.30 and will be used when a student does not attend a sanction or has received multiple sanctions. Students will be required to be in uniform. The student will do light physical work or study for the period of time that they are in the school. There will be a phone call to the parent/guardian to inform them, followed up with an email. All information must be recorded on VShare.

2.11 Suspension: This is given for serious incidents or when the behaviour of the student warrants removal from normal school life. This can be either an internal or external suspension. Suspensions are issued by the Deputy Principal or the Principal. The parents/guardians must be contacted by the Deputy Principal or Principal, and an Incident report must be completed by the Year Head. All materials such as statements, etc. are attached to the Incident report, and are included in the student’s file in the office, by the Deputy Principal. Information is recorded on VShare under the “Discipline” tab. On returning to school the student will meet with their Form Tutor, Year Head or Deputy Principal by way of drawing a line under the event. However, this may also serve as a way of collecting work that has been assigned during the suspension such as letters of apology, written reports reflecting on the events or simply punishment homework.

2.12 Behaviour Contracts: This is an agreement that is drawn up through the Principal or Deputy Principal, in conjunction with the Pastoral Care team, the parents/guardians. It covers a number of areas such as curricular, extracurricular, behaviour, safe spaces or one good adult. This is agreed and signed by the student, parents/guardians, and the Principal. This is typically a last resort and may be referred to during a subsequent part of an exclusion process.

2.13 Exclusion: This is a final step for a student where they continue to ignore the sanctions and warning issued by the school or in a specific set of circumstances, such as illegal substance abuse or assault. The Principal, in conjunction with the Board of Management, will issue an exclusion order that will remain in place while a full investigation takes place. The exclusion order will be in place for no more than two weeks at which time the student and his/her parents/guardians will meet with the Principal to hear the outcome and to give time to reflect on the nature of the offence.

2.14 Escalation: If a student does not complete a single sanction then the Form Tutor, Year Head and Deputy Principal will decide the next sanction that applies after discussions with the student in question. However, it is expected that were they to miss either the “Homework catch-up” or “Early morning club” then they would do a full Friday detention. If Friday detention is missed then the student will be required to attend the next Saturday morning detention.

The table below details the triggers for a sanction to be given. The score is cumulative for two consecutive months and will be visible to all staff through a weekly updated shared document.

Table 1

	1 month total	2 months total
Lates	<i>4 demerits</i>	<i>6 demerits</i>
Homework	<i>4 demerits</i>	<i>6 demerits</i>
Behaviour/Demerits	<i>15 demerits</i>	<i>20 demerits</i>

Please note that these sanctions are set as a guide. The management of the school may deem that an individual action or a cumulative effect of the behaviour of the student may warrant a different sanction for a specific situation.

Behaviour	Descriptor	Minimum Staff Action	Normal sanction
Incorrect uniform	Incorrect uniform this is as per the policy	Student will have received a warning prior to issuing demerit	1 demerit
Late to school or class	When a student is late to school or class without a valid excuse	Tutor will work with the student to give ideas as to how to improve lateness	1 demerit
No homework or missing course work	No Homework. This is determined by the class teacher and will be issued as they see fit	Subject teacher will work with the student to understand the nature of why the work was not completed. The teacher may decide to employ a three strikes and you're out rule but this can vary from staff member to staff member	1 demerit
Missing class materials	Missing class materials such as work books, school books etc.	A warning will be issued before demerit is given	1 demerit
Unacceptable language	Unacceptable language such as cursing	A warning will be issued before demerit is given	1 demerit
Copying another student's homework	The same sanction as for no homework	The staff member will investigate the reasons behind the student's action and make a judgement accordingly	1 demerit
Misuse of a phone	Misuse of phone. This includes the phone not being on silent or being used outside of the agreed areas and is in addition to the confiscation of the device.	The staff member will use their judgement regarding the misuse of mobile phones but will be in line with the ICT policy	2 demerits
Insufficient effort	Insufficient effort made by a student during class time	Every effort will be made to ensure that the student is supported to succeed. This may include phone calls home or meetings with parents/guardians	2 demerits
Chewing gum	Chewing gum either in class or anywhere on the school grounds	A warning will be given and an explanation as to how much it costs to remove from the school grounds	3 demerits
Unacceptable behaviour in school or outside	Unacceptable behaviour which could be such things as a dangerous act	Every effort will be made to ensure that the students behaviour has not been misread and a conversation will happen with the student/s involved	3 demerits
Being unkind to another student or member of staff	This can be through word or deed and is given by the staff member that witnesses the behaviour	Every effort will be made to ensure that the students behaviour has not been misread and a conversation will happen with the student/s involved	5 demerits

Removed from class	Removal from class for persistent class disruption	The teacher will issue a number of warnings regarding the behaviour of the student but if this persists then there will only be one course of action left to the staff member	10 demerits
Gross Misconduct inside or outside of school	This is given to a student as either a single or double demerit action when the behaviour of the student is unacceptable and requires something more than unacceptable behaviour or being unkind. It is associated with a behaviour of a student.	Every effort will be made to ensure that the students behaviour has not been misread and a conversation will happen with the student/s involved An investigation may be needed but this is at the discretion of the staff member.	15 demerits
Being disrespectful to a member of staff	Disrespectful to staff	The nature of the disrespect will be explained to the student involved. This will be done on a one to one basis	20 demerits
The mobile phone being used outside of lockers and times	The office will record this. <u>Please note that additional sanctions are issued for repeat offences.</u>	A warning may be given by the staff member, but this is a once off and further misuse by the student will result in phone confiscation	Removal of the phone for 1 - 5 days.
Striking another student in anger with a closed fist or through the deliberate kicking of another student	The incident that is dealt with through Form Tutor, Year Head and Deputy Principal	Every effort will be made to ensure that the students behaviour has not been misread and a conversation will happen with the student/s involved An investigation may be needed but this is at the discretion of the staff member. No student will be suspended without a conversation with a parent/guardian.	1 – 3 days external/internal
Deliberate damage to school property either on campus or off of campus	The incident that is dealt with through Form Tutor, Year Head and Deputy Principal	It will be explained to the student/s involved that deliberate damage to College property is a serious offence and has lasting consequences along with financial ones. No student will be suspended without a conversation with a parent/guardian.	1 – 10 days External/internal
Bullying another student that has proven to be targeted and persistent where harm is caused to another from individuals or groups	Incidents are dealt with through Form Tutor, Year Head and Deputy Principal	This will only be issued after an exhaustive investigation has been completed to ensure that all of the facts have been given. No student will be suspended without a conversation with a parent/guardian.	1 – 5 days external/internal

Leaving school without permission or mitching	The incident that is dealt with through Form Tutor, Year Head and Deputy Principal	The difficulties relating to leaving school will be explained to the student/s involved. A staff member will already have contacted the parent/guardian to explain the circumstances. No student will be suspended without a conversation with a parent/guardian.	Saturday detention or 1 – 3 days external/internal
Smoking/Vaping or supplying either cigarettes/liquid to others on school grounds or while at a school event	Incidents are dealt with through Form Tutor, Year Head and Deputy Principal	The Substance Misuse policy will be used to explain the difficulties regarding this behaviour. No student will be suspended without a conversation with a parent/guardian.	1 – 3 days external/internal
Drinking alcohol or supplying alcohol to others on school grounds or while at a school event	Incidents are dealt with through Form Tutor, Year Head and Deputy Principal	The Substance Misuse policy will be used to explain the difficulties regarding this behaviour. No student will be suspended without a conversation with a parent/guardian.	3 – 5 days external/internal
Use of camera, video equipment, mobile phones or iPads to take inappropriate images/footage of other students or staff without their permission	Incidents are dealt with through Form Tutor, Year Head and Deputy Principal	An explanation will be given to the student as to the hurt/harm caused by the wrongful recording of footage or images without the consent of the individual involved. No student will be suspended without a conversation with a parent/guardian.	2 – 4 days external/internal
Stealing possessions, money or any object that is considered valuable from students or school	Incidents are dealt with through Form Tutor, Year Head and Deputy Principal	An investigation will be carried out by a staff member to determine the nature of the incident. Student/s will be interviewed as part of the investigation. No student will be suspended without a conversation with a parent/guardian.	2 - 10 days external/internal
Sexual harassment or misconduct by or of another student or member of staff	Sexual harassment/misconduct either physical or verbal. The school reserve the right to deem this behaviour in a more serious light if the actions of the offending student warrant it	An explanation will be given to the student as to the hurt/harm caused by the wrongful action where consent was not given and the results of their action on the individual involved. No student will be suspended without a conversation with a parent/guardian.	3 - 10 days external/internal

<p>Aggression (gross defiance) towards a member of staff that makes them feel intimidated or puts them in fear</p>	<p>Incidents are dealt with through Form Tutor, Year Head and Deputy Principal</p>	<p>The actions of the student will be discussed with them and any background that is relevant will be taken into consideration. The student will be reminded that they must take responsibility for their actions.</p> <p>No student will be suspended without a conversation with a parent/guardian.</p>	<p>3 - 10 days external/internal</p>
<p>Possession or supply of any form of illegal substances or liquids either on their person, in school lockers, on the school premises or at a school related event</p>	<p>Incidents are dealt with through Deputy Principal and Principal. The student is excluded from school until investigation is completed</p>	<p>An investigation will be carried out by a senior member of staff. During this time, the student/s will be removed from school pending the investigation outcome.</p> <p>The student/s parents/guardians may have to submit statements for consideration to the Board of Management.</p>	<p>Expulsion</p>
<p>Striking or attempting to strike a member of staff</p>	<p>Incidents are dealt with through Deputy Principal and Principal. The student is excluded from school until investigation is completed</p>	<p>An investigation will be carried out by a senior member of staff. During this time, the student/s will be removed from school pending the investigation outcome.</p> <p>The student/s parents/guardians may have to submit statements for consideration to the Board of Management.</p>	<p>Expulsion</p>

Please note: that all incidents requiring a suspension will follow the natural justice route where, based on the balance of evidence, the decision is taken to suspend a student as a last resort and will never be taken lightly. The suspension will remain on the students file for the remainder of their school life and may form part of a recommendation for expulsion or be used when giving a reference to another organisation.

Merit System

Level 1: Students with more than 10 merits per term go into a draw for a prize to the value of €10. This may be canteen or phone credit.

Level 2: Prior to Christmas, the student with the highest number of merits will receive a prize at assembly.

Level 3: Collective merits for each river will be calculated and the river with the most merits will receive Cup points.

Level 4: The student with the most merits for the year will receive the Merit Cup at Prize Night which will be given in recognition of their continued epitome of the Relationship and Behaviour Policy

Demerit System

