Edmund Rice Secondary School;

Code of Behaviour Date: October 2018.

**School Name:** Edmund Rice Secondary School, Carrick on Suir.

**School Address:** Mount St. Nicholas, Carrick on Suir, Co. Tipperary.

**School Details:** ERSS Carrick on Suir is a Voluntary Roman Catholic Secondary School under the trusteeship and the patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.

**School Management:** The Board of Management of ERSS Carrick on Suir is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

**Mission Statement:**

 Inspired by its founder, ERSS Carrick on Suir’s mission is to “*To provide a caring Christian community which celebrates effort and talent in an environment of hope and happiness"*, with a vision to *“Learn together, succeed together in a respectful environment.”*

**Ethos**:

As an Edmund Rice School ERSS Carrick on Suir seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

● Nurturing faith, Christian spirituality and Gospel-based values

● Promoting partnership in the school community

● Excelling in teaching and learning

● Creating a caring school community

● Inspiring transformational leadership

Please Note:

Personal data collected about prospective students/students and their parents/guardians will be retained and used strictly in accordance with the provisions of GDPR legislation as introduced 25th. May 2018. Further details on data protection are set out in the school’s Data Protection Policy.

​**Introduction:**

This policy was developed by the Board of Management, staff, parents/guardians and students of Edmund Rice Secondary School. Our school Code of Behaviour is based on respect for oneself, for others and for our environment so that a positive and co-operative atmosphere prevails. The Code of Behaviour applies to all school activities whether on or off campus and on any occasion that the school is being represented. There is a duty and responsibility on all stakeholders in ERSS, students, staff, parents and Board of Management to play their part in developing the positive culture described in this document and to recognise the rights of all to proceed in their roles without threat, danger or obstruction and with the support and respect due to each individual.

As a first step, all new members of the school community should familiarise themselves with the code of conduct, sign up to the code and make effort to ensure they perform their role to the very best of their ability.

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The following vision statement was developed from suggestions by students from different classes across the school.

**Vision**

Learn together; succeed together in a respectful environment.

**The Aims of our code of behaviour**

* Create a caring environment where all students can progress and learn.
* Create a happy and welcoming school environment for all members of the school community.
* Set boundaries to ensure safety, learning and respect for all.

The following standards of behaviour are necessary to make the above vision a reality.

**Students are expected to:**

1. Attend school every day and be on time for all classes.
2. Bring all materials and your journal to class every day.
3. Wear full uniform.
4. Co-operate in the class, follow instructions and do your best.
5. Show respect for yourself and all in the school community.
6. Not to bring any objects or substances that are likely to cause harm or injury to others or yourself.
7. Show respect for school property and the environment.
8. Follow all school policies.

​**Teachers are expected to:**

1. Treat all students with respect.
2. Treat all students fairly and consistently.
3. Provide safe and healthy learning environments for students.
4. Build mutually respectful relationships with all students
5. Be conscious of wellbeing indicators in their students
6. Work with parents in a cooperative/communicative manner to ensure students perform at their optimum.
7. Record behaviours in student’s VS Ware file.
8. Reflect on the teaching/learning process with students.
9. Plan subject material in a way that ensures that all students learn to their optimum.
10. Implement the elements of the Code of Behaviour in full and in support of colleagues.

**Parents are expected to:**

1. Support students and teachers in the implementation of the Code.
2. Check student journals for notes.
3. Monitor student behaviour via VS Ware.
4. Built mutually respectful relationships with teachers.
5. Encourage students to fulfil the expectations of the Code.
6. Acknowledge actions of student behaviour, both positive and negative.

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**Rule Rationale – Students are expected to**

***1. Attend school every day and be on time for your classes.***

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*This means that:*

* You arrive on time for assembly at 8.45 a.m. and be on time for all remaining classes.
* You will not be allowed to go to your locker during or between classes.
* At 8.55, 11.10 and 1.50 be organised for class and outside your classroom door.
* If you are not in your class you must be able to show that your teacher has given you permission. The teacher concerned will give you a note in your journal.
* If you have an appointment during the school-day then your parent(s) must have contacted the school in advance (note or phone-call).
* All absences must be explained with a written note or a phone-call.

***Because:***

* Attendance at assembly is essential for school communication.
* The work of the class will be delayed if students are late coming to class or if students need to leave the classroom.
* Good attendance and good time-keeping help you and everyone around you to do well.
* Time missed is hard to make up.

***2. Bring all your materials and your journal to class every day.***

*This means that:*

* You need your pens, books, copies and all other relevant materials.
* There is no going out to lockers during class.
* Journals must be brought to every class.

***Because:***

* Time missed is hard to make up.
* You could delay class if you do not have all materials ready for class
* You need your books to learn.
* You need your copies so that your teacher can assess your work.
* You need your journal to record your homework.

***3. Wear full uniform***

*This means that:*

* You arrive to school in full uniform including correct shoes, jumper, shirt and tie – to be worn throughout the school day.
* Jackets / tops to be placed in lockers or coat hangers when you arrive.
* Visible piercing/jewellery  is not allowed.
* Hair should be neat and tidy; not coloured or have a shaved/part shaved appearance.
* Any non-uniform requires a note.
* Uniform should be worn to and from school and at lunchtime.
* Trips outside of school – same rules apply.

***Because:***

* All students feel part of the CBS community.
* It helps avoid distraction in a classroom.
* You are representing your school in public.

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***4. Cooperate in class, follow instructions and do your best.***

*This means that:*

* You follow instructions given in class and follow class rules as negotiated at the beginning of the school year.
* You participate in all aspects of the lesson to the best of your ability.
* You contribute in class discussions, to groupwork, to classroom activities, etc..
* You stay focused and on task.
* Do your best at all times including with homework.

***Because:***

* It allows for best teaching/ learning for you and others.
* It leads to better learning outcomes for each student.
* You will be less likely to falling behind.
* There will be less chance of accidents, injury or breakages of equipment in practical subjects.
* To reinforce learning during the class.

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***5. Show respect to yourself and all members of the school community.***

*This means that:*

* You communicate respectfully to one and other and school all members of staff, This includes verbal, written, text and posts on social media.
* Behave in a way which preserves and enhances your own good name.
* You respect diversity and foster a culture of tolerance.
* You listen to others and use appropriate language.
* You look after your own materials and space keeping them neat and tidy.

***Because:***

* All members of the school community have the right to work and learn in a safe and respectful environment.
* All members of the school community have the right to be included and reach their potential.
* Offensive or hurtful comments, messages or posts can have serious consequences for all involved.
* Littering and not maintaining the school shows disrespect for those who care for it and you.

***6. Not to bring any objects or substances to school that are likely to cause harm or injury to yourself or others.***

*This means that:*

* No smoking is allowed on the school grounds or school environs.
* No lighters, matches or cigarettes allowed in the school.
* No objects that can cause harm to others are allowed in the school.

***Because:***

* The wellbeing, health and safety of all students, staff and visitors are of the utmost importance.
* The law needs to be followed, smoking on public premises is illegal.
* It is harmful to students and others.
* Can cause damage to school property.

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***7. Show respect for school property and the environment.***

*This means that:*

* Classrooms, GP, Locker area, toilets and dressing rooms are kept clean and tidy.
* You do not damage or deface school property.
* All rubbish is put in bins provided.

***Because:***

* You should have pride in your school.
* Everybody has the right to work study and learn in a clean environment.
* It is expensive to maintain the school and keep it clean.

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***8. Follow all school policies including Anti-Bullying Policy and Mobile Phone policy/ Social Media and ICT policy.***

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*This means that:*

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* You are aware of how to behave in a responsible way with social media sites and mobile phones. That you realise that it is illegal to take photographs or record material or send messages or post material on social media sites which is offensive or causes annoyance or needless anxiety to a person.
* You do not bully or victimise other students and you report instances of bullying to the Relevant Teacher (Principal. DP or Class Teacher)
* You switch off your mobile phone during class and only use it at designated times or with your teacher’s permission.

***Because:***

* Bullying can cause hurt and upset and can have a negative effect on the wellbeing of others.
* Using phones and other devices to record members of the school community is an invasion of privacy and is contrary to GDPR legislation.
* Classes should be free from interruptions.

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**Standards of Behaviour**

This table was developed by students. It lists the behaviours which students expect of each other inside and outside the classroom for the good of everybody.

**Behaviour Expectations:**

***Be Respectful***

***Be Ready***

***Be your Best and Reach your potential***

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**Classroom**

* Raise your hand  and wait
* One Voice
* Enter the classroom quietly
* Follow instructions and listen to others
* Allow others to learn and achieve
* Bring your books, copies and equipment to class
* Attend all classes and be on time
* Wear full uniform
* Participate and concentrate in class
* Complete classwork and homework to the best of your ability

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**Corridors / Lockers / GP**

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* Keep the locker area clean and tidy
* Respect others and their personal space
* Put all waste in the designated bins
* Be organised and visit lockers at designated times
* Go directly to class and be on time
* Be mindful of others and step back to let people pass
* Keep noise levels low
* No running, pushing or shoving in corridors

**Toilets / Changing Rooms**

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* Respect people’s privacy and school property
* Eating is not allowed as it is unhygienic
* Use of mobile phones not permitted
* Use toilets at designated times and be on time for class
* Get changed quickly and be on time for class
* Have necessary equipment for PE class
* Leave toilets and changing area in the condition you wish to find them
* Spray aerosols away from others
* Clean boots and shoes before entering

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**Yard**

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* Put litter in the bins provided
* Respect school property
* Teachers car park is out of bounds
* Keep to the lower yard for sports
* Go directly to class when bell rings
* No fighting or rough play
* Use the pedestrian entrance

**Sanctions:**

In the event there is a break down in the code sanctions will be imposed. Currently the year heads are in discussion regarding the use of Restorative practises in the school. Where possible, issues will be resolved using this approach. Restorative practices involve a professional learning community where relationships and good communications are valued. A restorative approach manages conflict, harm and tensions by building, repairing and/or restoring relationships.

Restorative Practices (RP) are an approach to managing behaviour that is based around three basic concepts

 • That when an incident (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships

 • When harm has been done, it creates obligations, liabilities and responsibilities for all parties

 • When moving forward wrongdoers, victims and the school community are all part of the effort to heal the harm and put things right so that all involved can move forward in a constructive way

A restorative approach to behaviour management.............

• Demands that we think about what happens in terms of the negative impacts which impact on people and relationships. ie. who is affected by the incident/behaviour and how their needs might be met in the aftermath of the incident;

• Provides an opportunity for open dialogue where the offender gains a real insight into the impact of his behaviour on others and gives an opportunity for the offending student to repair the resulting harm;

• Allows those affected to confront the offending student, to voice their feelings safely and be part of the decision making process to restoring a comfortable and safe learning environment thus minimising the potential for further inappropriate behaviour;

• Involves family and significant others to increase their accountability;

 • Provides the school community with an appropriate response following disruptive and serious incidents.

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| --- | --- |
| **Traditional Discipline**  | **Restorative Approach** |
| Viewed in terms of rule-breaking  | Viewed in terms of harm done to individuals |
| Focus on establishing blame or guilt  | Focus on establishing responsibility and way forward |
| Authority figure with power to decide on the way forward |  Dialogue involving all parties involved in the incident |
| Accountability=getting punished  | Accountability = working to put things right  |
| Punishment to deter  | Repair, apology and reparation |
| The needs of those affected are often ignored |  The unmet needs behind the behaviour are addressed |
| Wrong doer feels hard done by and bitter  | Wrongdoer has opportunity to face up to poor decisions  |
| Victim has no involvement and feels powerless | Victim has involvement in process and contributes to the outcome |
| Resentment, denial, anger, fear and revenge are common during and after the process | Empowerment, honesty, openness, opportunity to move on and peace of mind after the process |

Class teachers will be expected to deal with the day to day classroom management of the Code of Behaviour. If a student’s behaviour is of a nature that it is disruptive and unable to be restored to a correct level of functioning the year head and class tutor may become involved. If the offending behaviour becomes more serious the Principal/Deputy Principal may be invited to become involved. Sanctions will be discussed between the relevant teacher and the offending student.

In the event of a serious breakdown in the Code, suspension of the student may be considered.

**Positive affirmation:**

A positive affirmation committee led by the Principal is responsible for monitoring much of the official weekly positive reinforcement within the school. The rationale for the P.A.C. is to affirm positive behaviour in all aspects of school life. Students are referred to the P.A.C. by their teachers for affirmation. Possible reasons for referral may include: good manners, random acts of kindness, improvement in application, being helpful, consistent hard work, charity work, extra-curricular achievement (in sports, arts or performing arts), unblemished attendance record etc.

Referrals are recorded by the Committee. On referral, the student’s name is placed on the P.A.C. notice board and on the school website. There is a weekly prize sponsored by the Students Council of €20 drawn from all the students nominated during a given week. Staff and students may nominate students for referral. The winning student is also presented with a certificate to acknowledge his contribution. Each student who gets nominated five times will also be awarded a certificate. Finally the most nominated students at the end of the year will be entered into a further draw.

**Approval:**

This policy has been distributed to staff, parents and students for their approval.

Amendments have been made after consultation with these stakeholders.

This policy has been ratified by the Board of Management of ERSS Carrick on Suir;

Chairperson: Tom Larkin

Date: 19th November 2020

This policy will be due for review on:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix 1:**

**Procedures for Suspension and Expulsion:**

Suspension is defined as a sanction requiring the student to absent himself from the school for a specified, limited period of school days. Suspension from school is a serious disciplinary measure. The Management of the school reserves the right to suspend a student where the continued presence of that student threatens the education or the health and safety of other student(s) or staff members or where the student is responsible for serious damage to property.

All individuals have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination.

A single incident of serious misconduct and breach of the rules may be grounds for an immediate suspension.

Such breaches would include:

* Fighting or assault or violence.
* Refusing to submit a phone or recording device.
* Physical or sexual assault.
* Bullying or harassment.
* Threatening behaviour.
* Reasonably suspected possession or dealing in drugs, alcohol, addictive substances (unprescribed drugs) or illegal substances.
* Reasonably suspected of being under the influence of drugs, alcohol, un-prescribed drugs or illegal substances.
* For refusing/failing/being unwilling to assist staff in the investigation of incidents of misbehaviour
* Serious damage to property.
* Smoking, including e-cigarettes, vaping within the school campus.
* For behaviour that undermines public health advice, and school-generated guidelines and protocols to manage the Covid-19 public health situation. For example,
	+ Failing or refusing to wear a face covering.
	+ Failing or refusing to follow cleaning and hygiene etiquette such as washing hands, hand sanitiser, cleaning surface.
	+ Failing or refusing to practice social distancing.
	+ Failing or refusing to follow etiquette around coughing, sneezing, spitting etc.

This list is not exhaustive.

Suspension will normally only take place after all the other disciplinary procedures have been exhausted or in a situation where, due to the seriousness of the incident, suspension of the student is considered necessary or as a result of a number of incidents where other sanctions have failed. The Board of Management of ERSS has delegated the power to suspend for a maximum of 3 days to the Principal. A suspension of 4 or 5 days may be imposed by the Principal with the prior approval of the Chairperson of the Board of Management. A suspension of 5 days and not more than 10 days can only be imposed by the Board of Management.

In addition, any suspension that would bring the total number of days for which the student has been suspended in the current school year to 20 days or more must be formally reviewed by the Board of Management and notified to the Educational Welfare Officer.

Fair procedures will be followed by the school when proposing to suspend a student. The school’s procedures will have two essential elements:

• **The right to be heard:** The Principal will inform the student and his parents of the alleged misbehaviour, how and by whom it will be investigated and that it could result in suspension. The student and his parents will be given an opportunity to reply to the allegations before a decision is made and before any sanction is imposed.

• **The right to impartiality**: This requires that the investigation of the alleged misbehaviour is separated from the process of making a decision with regard to imposing sanctions. Therefore, the Principal will arrange for another member or members of staff to conduct the investigation and to present a full report on the facts of the case, as well as any other relevant information to the Principal. The principal will then decide whether to impose a suspension on a student.

If a suspension is imposed the following procedures will be followed:

1. The student and his parent(s) will be informed of the suspension by registered post. This letter will state the duration of the suspension the reason(s) for the suspension, a statement that the pupil is under the care and responsibility of the parents/guardians while on suspension. If consideration is being given to proceeding to expulsion, it will be clearly stated in the letter.

2. Parents will be informed in the suspension letter of their right of appeal to the Board of Management.

3. Parents will be informed in the suspension letter of their right of appeal to the Department of Education and Skills if the suspension brings the total number of days suspended in excess of 20 school days for the current school year.

4. The Board of Management is informed of the suspension.

 5. If a serious breach of discipline occurs then a student may be removed immediately from class and placed in the care of a member of staff until such time as he can be handed over to the care of his parents.

6. The principal or deputy principal will meet with the student and his parent(s) on the student’s return to school after suspension to discuss the school’s expectations regarding the student’s behaviour and how these expectations may be realised.

Suspension may be removed under the following grounds:

1. The Principal/ Board of Management agree that another sanction be applied after discussion with the parents/guardians.

2. Successful appeal to the Board of Management.

3. Successful Section 29 Appeal.

4. New circumstances come to light.

**Role of the Board of Management:**

A student and his parent(s)/guardian may be called to meet with the Board of Management to discuss deviations from the Code of Behaviour. In such instance, the Board of Management will consider what sanctions (if any) should be imposed up to and including expulsion. In certain circumstances, the Board may decide to put the student ‘on licence’.

This will involve the following:

1. A contract will be drawn up between the Board, the student and his parents and a clear set of expectations will be set out for the pupil as part of the contract.

 2. The pupil will collect a report form on a daily basis before 08.55am from the Principal. He will get it filled in by each of his teachers for that day, get it signed by the Principal and bring it home for his parent or guardian to sign. This form must be returned to the principal the following morning.

3. The Year Head and the Principal will monitor the comments on the report form and the Principal will give an update to the Board on the student’s progress while on licence at subsequent Board meetings.

4. The student will continue ‘on licence’ until the Board considers otherwise. If the student’s progress is satisfactory, the Board may decide to remove the sanction from the pupil. In the event of the student’s behaviour not improving under licence or should there be other serious breaches of the school’s Code of Behaviour, the Board may decide to meet with the student and his parents/guardians again, where sanctions up to and including expulsion will be considered.

**Expulsion**:

Expulsion is a final and last resort when no other solution is possible and all other forms of discipline and attempts at rehabilitation have been exhausted. However, the following behaviours (not an exhaustive list) may be grounds for expulsion, even for a first offence.

• Violence or physical assault of a member of the school community

• Threat of violence against a member of the school community

• Supplying illegal drugs to other students in the school

• Sexual assault of a member of the school community

• Destruction of or attempted destruction of school property

When the Board of Management is considering expulsion, the following procedures will be followed:

1. Parents will be informed by registered post as to the time date and location of the Board of Management meeting to discuss the student’s behaviour.

2. Parents will be informed of the reason why expulsion is being considered and will be invited to attend the meeting to represent their son.

3. All relevant documentation regarding the pupil shall be presented at the Board meeting and also details of what interventions and disciplinary procedures were carried out in the past. Copies of relevant documentation will be sent to the parents/guardians in advance of the meeting with the Board of Management.

If the Board decides to recommend an expulsion of a student, the following procedures will be followed:

1. The parents/ guardians will be notified by registered post of the Board of Management’s decision to recommend an expulsion and the next steps in the process.

2. The Board of Management will notify the Education Welfare Officer of the decision and consultations on the matter will take place.

3. The parents/guardians will be informed of their right to appeal and will be assisted with the appeal process.

Interventions

In ERSS we recognise the need for support for pupils experiencing difficulties for whatever reason. The following may be involved in supporting/helping students through any difficulties:

1. The Principal;

2. Deputy Principal;

3. Year Head;

4. Class Tutor; 5.

Subject Teacher;

6. Guidance Counsellor;

7. School Chaplain;

8. Pastoral Care Team;

9. Student Support Team

10. Learning Support Team;

11. NEPS Psychologist (National Educational Psychological Service);

12. Critical Incidence Team;

13. TUSLA (Child and Family Agency));

14. HSE (Health Service Executive);

15. Any other relevant support.