

St Joseph's Secondary School Rochfortbridge



Code of Behaviour Policy

Mission Statement:

St. Joseph's Secondary School is committed to creating and developing conditions for learning in a caring and safe environment, where everyone is respected, listened to and enabled to approach life with confidence.

Ethos and Vision:

St. Joseph's Secondary School is a Voluntary Catholic School, which is non-selective in its intake of students. It strives to foster Christian values. It supports the Mercy philosophy of education, which calls for a system that is based on justice, respect and equal esteem for all. It aims to provide for the full development of its students as informed, Christian people.

The aim of management and staff of the school are:

- To create an atmosphere of trust and open communication where students, staff and parents may work in partnership together as a community fostering respect for others and respect for the environment.
- To provide a broad-based education in which students are afforded the opportunity and the encouragement to realise their full potential in the best educational facilities that management can provide.
- To meet and adapt to the changing needs in education as effectively and efficiently as possible.

Code of Behaviour

1. How code was developed

The code was developed following a review and audit of our existing code in consultation with staff, students and parents and in accordance with the guidelines issued by the NEWB.

2. Our vision for relationships and behaviour in the school and the ways in which the school promotes good behaviour

Good discipline is essential to ensure that all students are able to learn in an atmosphere of harmony and courtesy without disruption. The code of behaviour provides a framework for developing reasonable and responsible attitudes which respect the rights of all so that the teachers may teach and students may learn in a relatively disruption free environment.

The Code is guided by the Ceist core values of

- Promoting the spiritual and human development
- Achieving quality in teaching and learning
- Showing respect for every person creating community
- Being just and responsible

3. When and where behaviour will be subject to the code of behaviour (school bus, school tours, other school linked activities)

This Code of Behaviour will apply to trips, activities, matches and outings organised by the school and in all in- school activities including state exams.

4. The expectations for students, staff and parents and how they will treat each other

The aim of St Joseph's is to create an atmosphere of trust and open communication where students, staff and parents may work in partnership together as a community fostering respect for others and respect for the environment. All members of the school community have the right to be treated with respect and to work/study in a clean, calm and safe environment free from harassment and bullying.

Standards of Behaviour that shall be observed by each student

A student in St Joseph's is expected

- To be respectful, courteous and mannerly to staff and other students in behaviour and language. A student is expected to commit him/herself to this behaviour by signing the student charter on bullying.
- To be co-operative in activities inside and outside class. The teacher is in charge and the student must follow his/her instructions
- To participate in class work and other related activities.
- To be punctual and attend regularly.
- To wear proper school uniform
- To come prepared with necessary books, equipment and journal.
- To respect school property and property of fellow students.

To be familiar with and abide by all school rules and regulations as outlined in the journal.

Expectations for teachers

A teacher in St Joseph's is expected

- To be respectful courteous and mannerly to fellow workers, students and parents (provide good example)
- To be punctual for all classes and school related activities
- To be prepared for class
- To be familiar with school rules
- To deal with conflict in a calm, amicable and non-confrontational manner
- To focus on the action and not the person
- To dress appropriately
- To maintain discipline
- To create a positive learning environment
- To encourage parental support
- To contribute to the total development and life of the school
- To avail of suitable opportunities to further their professional and personal development
- To co-operate with other educational agencies in developing, implementing and evaluating programmes which respond to the needs of the students and are in keeping with the Mercy philosophy of education.

Expectations for parents/guardians

A Parent/guardian in St Joseph's is expected to

- To develop close links with the school
- To support the policies of the school
- To actively support the school in the fair application of the Code of Behaviour
- To positively participate in school life by supporting activities and attending parent teacher meetings and other events organised by the school
- To foster good attendance and punctuality and inform the school promptly about an absence
- To encourage and support student with school work
- To sign the school journal on a weekly basis or when requested
- To provide necessary materials for school.
- To provide all necessary and relevant reports/documents necessary for the school to apply for relevant assistance from DES.

5. How students, teachers and parents can help to promote a happy school

Teachers' contribution to a happy school

- Extracurricular activities
- Good preparation so that classes are organized and interesting
- Be consistently fair and reasonable with all students.
- Lead by example in a positive manner
- Teachers employ a pastoral approach in their dealings with students
- Respect for all, teacher/teacher support
- Foster good communication between staff
- Get to know the students
- Instill a sense of achievement in each pupil
- Set standards for achievement by emphasizing co operation and mutual respect
- A commitment to development in Subject area (C.P.D.)

Students' contribution to a happy school

- Treat each other with respect and look out for one another.
- Abide by the school rules
- Make the best effort at school work and home work
- Prefects – lead by good example and support First Year Students
- Engage in extracurricular activities

Parents contribution to a happy school

- Support the policies and procedures of the school
- Encourage and supervise son/daughter in school work
- Get involved and support the work of the parent's council
- Attend school functions

6. Roles and responsibilities of staff members in relation to behaviour

R&R of the Subject teacher in relation to behaviour

Professionalism

Professionalism is characterised by behaviour that shows respect for the interests and welfare of students, subject to the requirements of the law. It implies competence, responsibility, integrity and impartiality. Consequently, members of Staff should not engage in demeaning descriptions of either students or colleagues, including remarks based on, for example, race, religion, gender, sexual orientation, age, disability, economic status, marital status, family status or other remarks which reflect adversely on the dignity of others.

Boundaries

While encouraging and fostering a positive relationship with students, staff must retain a sense of themselves as ‘professional’ and thus maintain a professional distance in both the work place and in social situations.

Referral

Staff member should cultivate awareness of the limits of his/her competence to deal effectively with student’s personal issues. He/she should take immediate steps to consult or to refer a student to the Year Head.

All staff must make themselves aware of the Children First document and all teaching staff must be aware of their duties as a mandated person.

One to One Meetings

In one-to-one meetings with students, Staff must be aware of their vulnerability to all sorts of allegations that can arise in such situations. Where possible, doors should be left open while the Staff member is engaged in discussion with student. For those staff members whose job it is to see students in one-to-one (Counsellors, Psychologists, Management Personnel, Tutors, etc) reasonable and sensible precautions should be taken to avoid the possibility of misinterpretation or allegation. A record should be kept of dates times and content of meetings and interviews with students. Such meetings/interviews should take place within the school premises.

Physical Contact

Staff should avoid physical contact with students of a nature that could be misconstrued. Casual, well-intentioned gestures, if repeated frequently with a student, could be misinterpreted.

Out of School Activities

These Guidelines extend to trips and outings of any nature organized by the school. Staff should maintain a “professional distance” with students in all such school-related activities. The conditions under which students go on school organized trips and outing should be clearly set down and agreed in advance.

Duties and Responsibilities of a Subject Teacher

The Subject Teacher Shall:

- Be responsible for imparting, by the most suitable teaching methods, the course of instruction as outlined in the Department of Education syllabi.
- Prepare a Class Management Plan – seating arrangement. Positive class management is a huge deterrent to misbehaviour
- Prepare for each class. An organised class is a disciplined class.
- Be on time for class – and remain until the bell goes.
- Never leave your class unattended as you are responsible for their health and safety during a class period.

- Be responsible for maintaining order and discipline in each class for the duration of the class period and take appropriate action for unacceptable behaviour.
- Be responsible for ensuring that on a daily basis each student is allocated adequate homework, oral and/or written and ensure that students record it in their journal. Check that each student, in turn completes this work satisfactorily.
- Be responsible for keeping records of all students' progress in the relevant subject and providing them to yearhead/parent when required.
- Be responsible for the setting and correcting of examination papers in his/her subjects for the house examinations.
- Be responsible for recording marks/percentages on school report sheets, and meeting time objectives regarding the above.
- Be responsible for attending meetings of their subject departments
- In order to maintain a high degree of excellence in their own disciplines, teachers are encouraged to avail of in-service courses and participate in seminars organised by the Department of Education and their own subject associations.
- Never leave a student unattended outside the classroom-it is forbidden by law to do so (Insurance implications in the event of injury means you may be personally libel etc).
- Be proactive on school corridors
- Be available to parents at scheduled Parent/Teacher Meetings
- Be aware of education legislation

Class Teacher

A class teacher (tutor) is the teacher, who on behalf of the school community:

- Undertakes the role of caring for a class group.
- Is responsible for the general well being of the group and the individual students
- Explains the rules of the school/Code of Behaviour.
- Explains the Journal (check parental signature weekly)
- Shows students how to use their journal on a daily basis
- Insists on the full uniform (shoes included)
- Insists on standards of neatness, cleanliness in terms of uniform, classroom and the school in general
- Encourages good attendance and punctuality
- Explains and shows how homework should be done – demanding good presentation

Roles and responsibilities of the Year Head

The Year Head will be responsible for Discipline and Pastoral Care issues for all students in a particular year group. He/she will promote a harmonious and contented environment in which student learning can be optimised. The duties can be categorised under Pastoral, Disciplinary and Academic.

Pastoral Care

- Take a leading role, in cooperation with the Class Teachers and the subject teachers, to enable the pupils under his/her care to become a cohesive, harmonious, disciplined and contented year group.
- The Year Head will meet with the Class Teachers at the beginning of the school year to plan activities to promote a positive learning environment in the year.
- To be associated with all special events for the year group and/or their parents.
- To become familiar with all the students in the year group, in particular those with special needs or who are vulnerable.
- To get a report weekly, on an individual basis, from each of the Class Teachers to discuss individuals in the class and any emerging needs.
- To meet weekly with the Pastoral Care team (Principal, Deputy Principal, Guidance Counsellor, Special Needs Coordinator, other Year Heads, as appropriate) to discuss and advise on individual students or groups of students.
- Where appropriate, the Year Head will liaise with parents and other professionals
- Liaise with Prefects

Disciplinary

The Year Head will promote a positive attitude towards discipline and good behaviour. In particular, students will be encouraged to respect themselves, staff, parents and other adults, school and personal property, to wear school uniform and generally to develop healthy attitudes of mind and body.

The Year Head will be responsible for implementing the current code of behaviour.

- Review Tyro daily to keep updated on both positive and negative notes and then act accordingly.
- Review complaint slips on Tyro and their staff email every day/every week.
- Respond to any issue within three school days.
- Issue report cards when a student has reaches three complaint slips within a term.
- Liaise with Principal and Deputy Principal on developments.
- Encourage and promote positive behaviour.
- Work with individual students when necessary

The Year Head will liaise with the school attendance monitor.

- Once a week, the Year Head will receive a report on absences during the past week and the accumulated absences of students during the year. He or she will advise on responses where:
- A student is likely to be in trouble with the Tusla and an intervention is necessary.
- A student is unable to attend school but would be in a position to keep up with schoolwork.

Academic

The Year Head will encourage the development of a strong sense of academic achievement among the students. He or she will promote the regular use of the school journal, and will advise on system support structures (within school and between school and parents).

- Create an atmosphere of learning and promote a work ethic
- Encourage and reward good behaviour
- Affirm students
- Promote good behaviour and lead by example
- If students begin to fall behind, the Year Head will plan for interventions (academic or pastoral as appropriate) to be made.
- The Year Head will organise report sheets and ensure that they are properly filled in and signed before being sent home.
- The year head will help new students settle into the year, and request parents to furnish the school with reports from previous schools. Monitor the implications of their prior learning for settling into the school.
- The Year Head will assist in the preparation for Parent/Teacher meetings of that year group.
- Manage behaviour in the classroom and around the school
- Consistently implement class and school rules
- Implement agreed procedures i.e. complaint slips
- Record issues relating to behaviour in the journal
- Record occasions when students failed to comply with rules.
- Report when necessary to management and seek relevant support for the student
- Contact parents/guardians when necessary

The purpose and content of school rules

The purpose of school rules is to create a harmonious atmosphere where teachers can teach and students can learn in a caring and safe environment.

7. School Regulations

OUR UNIFORM

Students are expected to be neat and tidy. All students must wear school uniform throughout the school day, on the way to and from school, as outlined in the school prospectus. We recommend that students have a second uniform (skirt /trousers and two school shirts).

UNIFORM REQUIREMENTS:

Boys:

Blue school shirt
Navy round neck School jumper
Grey trousers

Black shoes – (no markings)
No facial piercings

Girls:

blue school shirt
Navy/blue round neck School jumper
Grey skirt/trouser
Grey Tracksuit bottom not allowed
Black shoes –
Grey socks/black tights

Uniform 2025/26

1. All students in First Year, both male and female will wear a navy jumper.

2. All students must have a PE uniform (see below), and this must be worn by all students on the day they have PE and to all school sports events.

Students will now have the option of wearing either a school jacket **or** school hoodie over their school jumper, the school half zip cannot replace the school jumper.

There will be regular uniform checks in the morning as students enter school or over the intercom by school management.

If a student is out of uniform in class, the teacher must report it to either the Year Head or the Deputy working with the year group.

Any one of the following will apply where there is deviation from the wearing of school uniform.

- Parents will be contacted and asked to bring in uniform.
- Permission will be sought for the student to go home for uniform
- In house suspension.



The uniform is available to purchase from either The Uniform Boutique (044 9343444) in Mullingar or Tots Paradise (044 9343481), Mullingar.

**THE SCHOOL AUTHORITIES CANNOT
ACCEPT RESPONSIBILITY
FOR PROPERTY LOST OR MISLAID, PLEASE
LABEL ALL BELONGINGS**

SPORT:

Students regularly attend matches at venues away from school. Due to the substantial cost of transport a contribution of €5.00 is required per pupil per trip. Parents should ensure that students participating in sport are covered in the school insurance scheme. Those students travelling to an extra-curricular event should be in either school uniform or the school PE Uniform. Students must catch-up school work and homework for classes missed with sport. The teacher accompanying the group on the activity must also remind the students to catch up on the work missed.

SMOKING/VAPING:

Government legislation prohibits smoking or the possession of cigarettes on the school premises/grounds or in the vicinity of the school. Presently, a one-day suspension will be imposed on any student breaching the rule. Those who remain in the company of students who smoke will be liable for disciplinary sanctions. Vaporisers and e-cigarettes are not allowed and will be confiscated and sanctions will be imposed. The sanction for using a vape in school is a day's suspension.

ALCOHOL/DRUGS:

The possession, use or distribution of alcohol, drugs or other illegal substances while at school, on school outings or in the vicinity of the school is strictly prohibited. It will be regarded as a most serious breach of discipline leading to suspension/expulsion. Refer to School Policy on Substance Use/Misuse.

MOBILE TELEPHONES:

Once a student enters the grounds of St Joseph's their phone must not be on their person, i.e. not in their hand, their pocket etc. If they decide that they need it to travel to and from school then it must be placed in their bag on arrival to the school and powered off, it should be off rather than on silent.

All students are prohibited from having their phones on school site. If a student has a phone visible on the school site, and it has been confiscated, a parent/guardian will be contacted by the office and a parent/guardian must collect the phone at their own convenience. If the phone needs to be kept overnight or for a prolonged period of time until collected it will be stored in a secure and safe place.

When supervising at small break or lunchtime, teachers must be actively supervising within their designated area and not using their phone.

SAFETY EQUIPMENT:

Safety equipment such as fire alarm, fire extinguishers, CCTV cameras are distributed throughout the school. Abuse of such equipment is a serious offense and will be dealt with accordingly.

System for Rewarding Good Behaviour, Progress and Effort (Reward System)

- Positive notes in journal for progress and effort
- Verbal appraisal
- Assemblies
- Two Student of the year awards in 6th Year
- Parent teacher meeting
- Acknowledgement on the intercom/notice board
- Treats, trips etc.

- Prefect System
- End of Year Celebration of Achievements

How students, staff and parents can help each other to meet the standards expected in the school

- Students, staff and parents can help each other to meet the standards expected in the school by adhering to school rules and regulations.
- Promote good behavior and lead by example.

8. Responses to unacceptable behaviour

Various measures will be taken when students refuse/fail to observe the standards of behaviour as already outlined.

The subject teacher, who is the person in charge and has the responsibility for managing discipline in the classroom, has the authority to impose sanctions on students who misbehave. Lesser sanctions apply when the misbehaviour is minor. Heavier sanctions will apply when misbehaviour is more serious or a continued series of minor indiscretions occur.

Sanctions Include

- Verbal reprimand
- Detention at lunch time/after school
- Extra assigned tasks
- Students placed temporarily in another room
- Community service
- Contact with home
- A note on Tyro
- Fines (to cover breakages etc.)

COMPLAINT SLIP

When the unacceptable behaviour is more serious, or when the student's behaviour becomes a disruptive influence and when no honest attempt to improve has taken place, the teacher may complete a complaint form.

Complaint Slip is given when:

- There is constant talking and failure to follow instructions
- The student does not have a journal
- The student engages in aggressive behaviour or language.

REPORT CARD

A student is placed on report card after three complaints forms have been received. If the report card is incomplete, parents/guardians are asked to meet the Year Head and the student is put on a second report card. A second incomplete report card, results in two hours detention, supervised, after school. After detention the student returns on a clean sheet. If a student's behaviour results in reaching this stage a second time, the student may be suspended. If there is no further improvement in the behaviour the case may be referred to the Board of Management where sanctions up to and including further suspension or permanent exclusion will be considered.

If the misbehaviour is major, suspension or permanent exclusion will have to be considered.

Procedures for Detention:

A period of detention is imposed when a student

- has failed to complete a second report card.
- has missed class
- has been late a number of times
- other breaches of rules
- At the discretion of the Year Head

Reference to school policies to deal with bullying, harassment and sexual harassment

St Joseph's have an Bi Cinealta Policy, Dignity at Work Policy and Sexual Harassment Policy. Copies of the various policies are available on our website www.mercyrochfortbridge.ie

Policies and Procedures for Suspension and Expulsion

Suspension

This is a measure taken when an act of unacceptable behaviour is regarded by school management as major or a series of repeated minor misdemeanours continues with no effort to improve or when the school deems a student unmanageable because of his/her behaviour.

An opportunity will be given to every student to respond to any case against him/her under the principles of natural justice.

THE PROCEDURE TO BE FOLLOWED BEFORE A STUDENT MAY BE SUSPENDED

- The student hears the case against him or her
- The student gets a fair opportunity to respond
- Parents/guardians are informed
- The parent/student has the right to appeal against the suspension to the Board of Management
- A parent of a student may appeal to the Secretary General of the Department of Education and Skills under section 29 of the Education act (1998).

THE GROUNDS FOR REMOVING A SUSPENSION include:

- When the term of suspension is completed.
- When the stipulated conditions for the return to school have been fulfilled.
- When satisfactory commitments are given by the students involved
- After communication with the Parent/Guardian of the suspended students.

THIS CODE OF BEHAVIOUR IS VERY MUCH DEPENDANT ON THE CO-OPERATION AND SUPPORT OF PARENTS IN ITS IMPLEMENTATION.

Expulsion

A student is expelled from the school when the Board of Management decides to permanently exclude him/her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

- The decision to expel a student requires serious grounds such as: The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The student's continued presence in the school constitutes a real and significant threat to safety or is potentially dangerous
- The student is responsible for serious damage to property

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault.

Step 1: A detailed investigation carried out under the direction of the principal

In investigating an allegation, in line with fair procedures, the principal should:

- inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents should be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of notification. This also ensures that parents are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Parents and the student must have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the student and their parents is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for reducing the sanction, and for the school to explore with parents how best to address the student's behaviour.

If a student and their parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school should record the invitation issued to parents and their response.

Step 2: A recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal should:

- inform the parents and the student that the Board of Management is being asked to consider expulsion
- ensure that parents have records of the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation;

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for reducing the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures. After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.

Step 4: Board of Management deliberations and actions following the hearing

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The Board of Management should refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, s4A).

The Board should inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)). A Board may consider it appropriate to suspend a student during this time. Suspension should only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents should be notified immediately that the expulsion will now proceed. Parents and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the student.

12.5 Appeals

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student. If the student is attending a school established or maintained by a VEC, the appeal must be made in the first instance to the VEC. Where an appeal to the VEC has been concluded, parents, or a student aged over eighteen years, may go on to appeal to the Secretary General of the Department of Education and Science.

The appeals process

The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

The Board will review the use of expulsion in the school at regular intervals.

The school reserves the right to withdraw school privileges from any student with a poor disciplinary record i.e. place on the Transition Year Programme, School Tours, School Trips, Matches etc.

Procedures for Notifying School About Reasons for Absence from School

Attendance:

Regular attendance enables students to benefit from teaching, learning and to develop to their full potential. Attendance has a very significant impact on student's progress in school.

STUDENTS LEAVING SCHOOL DUE TO ILLNESS:

- Students who become ill should inform the class teacher, who in turns informs the year head or deputy working with the year group.
- Contact will be made with parents/guardians and necessary arrangements for attending to the student will be made.
- **When a parent/guardian is collecting a student, they must come to reception and sign the student out.**
- Any pupil who injures him/herself during PE or games session should immediately speak to the teacher in charge. The school office will contact parents to advise them of the situation.

- Absence to go on holidays is strongly discouraged.

PUNCTUALITY:

- Repeated lateness is extremely disruptive to class and in particular to education in general.
- Students are expected to be on time for class
- Students should be in class for 8:45am Mon – Thurs and 8.30am on Friday.
- If students are late they must sign the late book in the office.
- If a student is persistently late, detention will follow.

LEAVING SCHOOL DURING SCHOOL TIME:

- Parent/Guardian must collect the student at school reception.
- Parent/guardian must also mark this on Tyro.
- Students will not be allowed make their own way home during school hours without parental permission.

THE PROCEDURES TO BE FOLLOWED IN RELATION TO NOTIFICATION OF A STUDENT'S ABSENCE FROM SCHOOL:

Parents and Guardians shall notify the school, giving as much notice as possible, of a student's absence for part of a school day, or for a whole school day or a period of more than a school day. An absent note should be recorded on Tyro, this will notify the school.

Any one of the following will apply where there is deviation from the wearing of school uniform.

- Parents will be contacted and asked to bring in uniform.
- Permission will be sought for the student to go home for uniform
- In house suspension.

9. Where parents or students can get help when problems arise

Problems arising concerning school should be discussed in the spirit of confidence and trust and parents are always welcome to make an appointment to consult with a particular teacher, Yearhead, Principal or Deputy Principal to discuss any concerns regarding their children.

This Code of Behaviour is very much dependant on the co-operation and support of parents in its implementation.

10. Procedures for raising a complaint/issue/concern or bringing a complaint about a behaviour matter

The following is the agreed procedure for dealing with complaints or issues of concern in Saint Joseph's.

Teachers making a complaint or raising an issue:

- If a teacher wishes to make a complaint or has an issue with a fellow teacher he/she should make their complaint to the principal or in her absence the deputy principal. The principal will make the teacher aware of the concern or complaint and will work towards a resolution.
- If a teacher wishes to make a complaint about a student in the school, they should make the complaint initially to the class teacher and if the matter is serious to the year head. The year head will investigate the complaint/issue and will follow the agreed referral procedures in order to resolve the issue.
- If a teacher has concerns or wishes to make a complaint about a parent they should make the complaint to the year head or to the principal/ deputy principal. Should the principal not be in a position to resolve the matter, it should be passed to the Board of Management.

Parents making a Complaint or raising an issue:

- If a parent wishes to make a complaint about a teacher, they should make their complaint directly to the principal.
- If a parent has an issue regarding the behaviour of their child they should firstly discuss this issue with the year head and then if appropriate with the principal/ deputy principal or the guidance team.
- If a parent has an issue about a student other than their own child, they should discuss the issue with the year head initially and then if necessary with the principal or deputy principal.
- If a parent has an issue with another parent this matter should be reported to the principal who will determine whether the issue impacts on the school and who will in turn contact the relevant outside agencies to assist in resolving the issue.

Students making a complaint or raising an issue:

- If a student has an issue or wishes to make a complaint about a teacher who is teaching them they should initially make this complaint to his/her parents and/or class teacher and then to the principal/ deputy principal.
- If a student wishes to complain about a teacher who is not teaching them they should make this complaint to their parents and then to the principal/deputy principal.
- If a student wishes to complain or has an issue with a fellow student they should raise the issue initially with their class teacher or the relevant subject teacher and then if the matter is not resolved with the year head.
- If a student has an issue or wishes to make a complaint about their parent, initially this should be raised with the class teacher or year head, who will then refer the issue to the Principal.
- If a student has an issue that concerns another parent they should raise the issue at home with their own parents and with teacher whom they trust and feel able to talk to. The teacher will then report the issue and any concerns arising from it to the Principal.

11. The plan for reviewing the code Review

The policy and procedures will be reviewed regularly as directed by the Board of Management and will include the partners in education in reviewing the policy. The review will be reflective and will take cognisance of changing legislation. The policy may be revised as necessary in the light of the review.

12. Details about who to contact about behaviour matters

Depending on the nature and severity of the behaviour matter or issue one should contact:

- The Class Teacher
- The Year Head
- Deputy Principal/Principal

13. Date the code was approved by the Board of Management

Ratification: This policy was originally ratified by the Board of Management at its meeting of 14th June 2011.

Signed: Tony O'Sullivan

Code of Behaviour Review

- The updated Code of Behaviour policy was presented to the Board of Management on Thursday 4th September 2025 The Code of Behaviour is regularly reviewed and was last reviewed by the Board of Management on 18/05/23.
- Minor changes have been made to the policy each year as customs and practices change.
- Whole Policy reviewed in November 2016.
- Student council reviewed the sections relevant to students in 2016/17. Minor changes were made regarding earrings for boys and there was a request by students' council for more serious sanctions for all offences but we had a discussion with the council about this.
- Due for student council review 2025/2026

Signed *Joe O'Meara*

Date: *Thursday 4th September*