

BENEAVIN DE LA SALLE COLLEGE

CODE OF BEHAVIOUR



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BENEAVIN DE LA SALLE COLLEGE - CODE OF

BEHAVIOUR

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1 BENEAVIN COLLEGE —CONTEXT OF THE SCHOOL

1.1 BENEAVIN DE LA SALLE COLLEGE - A LASALLIAN SCHOOL

Beneavin College opened in 1962. It is a school in the De La Salle tradition sharing the mission of human and Christian education of young people. The Lasallian family was founded in Rheims, France in 1651 by John Baptist De La Salle who dedicated his life to education and became the Patron Saint of teachers in 1952. A De La Salle school is a community consisting of students, teachers, parents, ancillary staff and trustees. Today there are De La Salle schools in eighty different countries and more than sixty thousand teachers, parents and trustees work in partnership with over a million students. The Brothers have been working in Ireland for more than one hundred years and came to Finglas in 1956.

Currently there are twelve Lasallian centres throughout Ireland.

Like its sister communities Beneavin is a Christian school where people show care and respect for each other. Our dedicated staff work together creatively and constructively

to promote a school where integrity in the imparting of faith, Learning and culture is vital.

1.2 BENEAVIN DE LA SALLE COLLEGE — SCHOOL TRUSTEES



Le Chéile Schools Trust

The Le Chéile Schools Trust comprises the schools of thirteen religious congregations. The Trust fulfills the legal, financial and inspirational role of trusteeship that traditionally was done by the De La Salle Brothers.

2. SCHOOL PATRON - JOHN BAPTIST DE LA SALLE

John Baptist De La Salle from whom our school derives its name was born in 1651 of a wealthy family in Rheims, France. His father was a leading judge and his mother of the landed gentry. He was the eldest of ten children, four of whom died in infancy. From an early age he expressed an interest in the priesthood. However, while he was still in the seminary in Paris, both his parents died within a short time of each other. John Baptiste, being the eldest, decided to return home and look after his brothers and sisters as well as the family business. He continued his priestly studies in Rheims and was ordained a priest in 1678. He was appointed chaplain to a local convent and was beginning to settle into the routine and lifestyle of a pious, zealous young priest.

However, his life was soon turned completely on its head as he had a chance meeting with a man called Adrian Nyel one day, on the steps of the convent. Nyel had come to Rheims to open a school for poor boys and he invited De La Salle to assist him with his project. De La Salle was interested and provided accommodation for Nyel and his small hand of unskilled school teachers. At that time, in France, education was available only to children of the wealthy who could afford to pay for it. Those who couldn't were left to roam the streets. In order to provide the teachers with basic training De La Salle brought

them to live with him in his own home in spite of fierce opposition from his family. He decided to do this as he was convinced that the teachers needed constant support and guidance. While Adrian Nyel was very enthusiastic and zealous, he tended to open schools and move on to another project. From then on De La Salle became completely immersed in assisting and directing the teachers in their work. He formed a little group of teachers into the religious community and gave them the name "Brothers". In order to identify still more with them he renounced his prestigious title of Canon and distributed all wealth to feed the poor of Rheims when a severe famine came in the winter of 1683. It got to the point where De La Salle had to beg for the bread that he could no longer afford to buy. Often his work was on the verge of collapse, yet his strong faith and wonderful trust in God supported him and his little community through each hardship and crisis.

Despite opposition from many quarters, including the ecclesiastical authorities, De La Salle established a network of quality schools that provided a system of first class education in different parts of France through new teaching methods, a practical curriculum, enlightened discipline and a personal concern for each student. He composed a number of school texts in the different subjects to be used in his schools and a handbook for teachers to guide them in their work. Training Colleges for lay teachers were established as well as technical colleges and special schools for the neglected and disadvantaged. Boarding facilities and instruction were provided for a group of fifty young Irish students who had followed James II into exile.

At the time of his death in 1719 there were one hundred Brothers teaching in thirty schools throughout France. Since then the work begun by De La Salle has spread all over the world until today there are 914 Lasallian establishments, including Third Level Colleges and Universities, in 87 countries with 820,000 students being educated by 63,113 teachers. The Brothers have been associated with education in Ireland for more than a century and established Beneavin Lasallian Center in 1956.

John Baptist De La Salle was canonised in 1900 and in 1952 was named Patron Saint of all Teachers.

Written by Brother Columba Gallagher, F.S.C.



3. MISSION STATEMENT OF A LASALLIAN CENTRE

The Mission of a Lasallian Centre is to give a Human and Christian Education to the young, with special concern for the delivery of equality of opportunity for all.

Each Centre is a community where the different groups associated with it works together in close partnership for the good of all.

FIVE CORE VALUES

Lasallian schools are characterised by a more than 300 year tradition of relationship-centred education. This tradition is well-expressed in the Five Core Principles of Lasallian Schools.

These principles are:

A. FAITH IN THE PRESENCE OF GOD:

The Lasallian school nurtures belief in the living presence of God in our world. This core principle is reflected through this Lasallian expression of faith: “Let us remember that we are in the Holy Presence of God.”

B. CONCERN FOR THE POOR & SOCIAL JUSTICE:

The Lasallian school calls its members to an awareness of the poor and victims of injustice and responds to their needs through programs of community service, advocacy, and justice education. This core principle is expressed through the Lasallian ideal: “Enter to Learn, Leave to Serve.”

C. RESPECT FOR ALL PERSONS:

The Lasallian school engages in a concerted effort to respect the dignity of all persons. Respect-filled relationships are at the heart of Lasallian education. The Lasallian school engages in a concerted effort to respect the dignity of all persons. This core principle is reflected through the Lasallian expression of faith: “Live Jesus in our hearts...Forever.”

D. QUALITY EDUCATION:

The Lasallian school provides an education that prepares students not only for College and a career but also for life. This education advances the students’ abilities to use their talents and to take greater responsibility for their own education. This core principle is expressed through the Lasallian ideal: “Teaching Minds and Touching Hearts.”

E. INCLUSIVE COMMUNITY:

The Lasallian school is a united community where diversity is respected, where no one is left out, and where everyone finds a place. Individuals within the school community recognize and accept another's strengths and limitations. This core principle is expressed through the Lasallian ideal: “The Lasallian Family.”

4. STATEMENT OF MUTUAL EXPECTATIONS

Following in the footsteps of the Lasallian tradition of Quality Education Beneavin De La Salle College undertakes to provide quality holistic education as well as opportunities to participate in sport, music, art, drama and other extra curricular activities where the

student agrees to conduct himself in accordance with the school's code of behaviour.

For quality teaching and learning to take place a safe, healthy and disciplined environment is essential. The college promotes the principle that the ultimate aim of any discipline system is the growth towards self discipline.

Beneavin De La Salle College endeavours to provide a safe and caring environment for each member of the school community in the tradition of St. John Baptist De La Salle. We endeavour to live up to the legacy of St. John Baptist De La Salle through inclusivity and being particularly mindful of the disadvantaged & those with special educational needs.

Central to the operation of an effective and caring school is a fair and efficient Code of Behaviour to which students, parents/guardians, staff and management can subscribe. Promoting good behaviour is the goal of the Beneavin College Code of Behaviour.

School management and staff will actively foster a school ethos, policies and practices that help to promote positive behaviour and prevent inappropriate behaviour.

Behaviour is monitored by Classroom teachers, Year-Leader, Deputy Principal, Principal and Board of Management. Strategies used to show disapproval of unacceptable behaviour include... reasoning with the pupil...reprimanding him... temporary separation from peers...loss of privileges... other sanctions per code.

Echoing the core principles of the Lasallian ethos The Code encourages mutual respect and co-operation and has due regard for the rights and responsibilities of all concerned.

The College recognises the role of parents as the prime educator of the child. The staff in Beneavin De la Salle College work in partnership with parents/guardians to maximise the learning opportunities for each child. Parents/Guardians have a duty to support the school in implementing a fair and just code of behaviour. Acceptance of the Code of Behaviour by parents/guardians is required on enrolment of a student in the school. Parents/guardians and students are required to renew their acceptance of the school's Code of Behaviour at the commencement of each school year.

5. BENEAVIN DE LA SALLE COLLEGE: ROLES AND RESPONSIBILITIES

5.1. RATIONALE

Many people work together in our College every day and therefore a high level of courtesy and consideration for others is necessary. Behaviour which is ill mannered, annoying, dangerous or disruptive cannot be allowed. Our code is one that is based on

the recognition that each member of Beneavin De La Salle College is an individual and yet the Code creates an environment in which the welfare of all is protected.

Our school acknowledges the contribution of all members of the school community. Each member has responsibility for the promotion of good behaviour and a role in dealing with and minimising negative behaviour.

5.2. STUDENTS

The school expects that students will at all times do their best to uphold the Code of Behaviour of our school.

5.3. PARENTS AND GUARDIANS

The school acknowledges the role of parents and guardians in the development and operation of the Code of Behaviour and expects them to support and uphold the Code and to encourage their sons/daughters to uphold it.

5.4. RELATIONSHIPS WITH PARENTS

Parental understanding and support for the implementation is an essential part of the code of behaviour will be strengthened through activities such as:

- introductory meeting for parents of new students, dealing specifically with the code, school standards, expectations for students and the role of parents in helping students to meet the standards encouraging parents to share information about anything that might affect a student's behaviour in school
- early warning procedure to alert parents to concerns about a student's behaviour, so that ways of helping the student can be discussed and agreed
- providing clear channels through which parents can communicate any concerns they may have about a student
- communication through the Parent Association, such as talks or workshops on behavioural matters and aspects of child and adolescent development.

5.5. STAFF

The school acknowledges the role of all school staff in the development and operation of the Code of Behaviour. The school recognises that a teacher's main focus is in the area of teaching and learning but that they also have an essential role to play in behaviour management. Subject Teachers/Tutors/Guidance Counsellor/Year Leaders , other agencies, the Deputy Principal and the Principal all have specific roles to play in upholding the Code.

All staff members have a part to play in the successful operation of our Code of Behaviour. In particular, each staff member has a responsibility to report incidents of misbehaviour and to encourage positive behaviour.

5.6. BOARD OF MANAGEMENT

The Board of Management is the decision-making body of the school. The school acknowledges its role in the development and operation of our Code of Behaviour. All policies are developed with the authority of the Board of Management and must be approved by its members before becoming official school policy. Parents and students may appeal to the Board of Management in cases of suspension or expulsion.

6. VALUES

Central to the Code are the values of:

- ❑ Working together
- ❑ Self respect
- ❑ Respect for others

Such values help us to create the kind of atmosphere that encourages students to do their very best in all school activities, while developing their personal and social skills in an educational system.

The Code also promotes honesty and commitment – values which assist the educational progress of our pupils and help them to develop as self-reliant, responsible individuals who will be able to contribute effectively in the broader community.

Praise and positive consequences are seen as more desirable and important by staff in motivating pupils than punishment and negative consequences. In Beneavin College we employ a number of mechanisms to achieve this.

We endeavor to **affirm students' self-worth and self-esteem** with praise for progress and effort as well as for high grades and achievements.

The school **journal is used as a communication** between home and school and care is taken that favorable comments about students are included.

Merit awards (i.e. stickers in journal/notes or certificates) are given to students who have made a positive contribution to the life of the school.

Award ceremonies are held where students are commended.

A high profile and prestigious annual **prize giving ceremony** is held to recognise and reward exceptional achievement and school spirit.

7. STANDARDS

Students are more likely to benefit from their education and to be happy in a structured, caring environment where high standards of behaviour are expected and adhered to.

Beneavin College's standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. They describe the behaviour expected of all members of the school community.

Standards are the means by which the school will:

- Provide clarity for students about the school's high expectations for their behaviour.
- Set goals for students that will guide them in moving towards mature and appropriate behaviour
- Serve as a practical tool for teaching and learning

The content and focus of standards:

The standards expect all members of the school community to behave in ways that show respect for others.

Standards signal positive values. Standards of behaviour reflect values such as:

- respect for self and others
- kindness and willingness to help others
- courtesy and good manners
- fairness
- readiness to use respectful ways of resolving difficulties and conflict
- forgiveness

The standards describe the commitment that the school expects from students to their own learning and to that of their peers. This commitment includes:

- attending school regularly and punctually
- doing one's best in class
- taking responsibility for one's work
- keeping the rules
- helping to create a safe, positive environment
- respecting staff
- respecting other students and their learning
- participating in school activities

8. STUDENTS WITH ADDITIONAL EDUCATIONAL NEEDS

Students with additional educational needs may require help to understand and observe the code.

They may not be able to predict consequences as easily as their peers and so may be vulnerable. Application of the Code may be a component of a student support plan of a student with learning difficulties particularly in relation to cause and effects of inappropriate behaviour.

9. BEHAVIOURS AND PROCEDURES TO HELP STUDENTS WITH THEIR EDUCATION

9.1. IN THE CLASSROOM:

Bring our books, stationery and equipment.

Arrive on time in full uniform, sit down and begin our class quietly.

Have a right to be heard but ONE AT A TIME. So hands up please.

Have no right to interrupt another student's education so concentrate on our own work.

Accept the need for good order in the classroom... Follow the teacher's instructions.

Accept the need for homework. Record all homework in the student's journal.

Show respect to teachers and other school staff, fellow students and for property.

Solve disagreements through talking them out but wait until the end of class.

Laboratory equipment and equipment in the practical classrooms can be dangerous - do not touch without the teacher's permission.

9.2. ON THE CORRIDOR:

A calm atmosphere helps study so please move quietly around the school.

We eat only at break times and in the appointed places.

Walking on stairs and corridors is safest...NO RUNNING.

Litter is an eyesore and littering diminishes our school environment. Please use the bins.

9.3. IN SCHOOL:

Mobile phones and audio devices are a distraction. Please keep them switched off at all times in school (apart from lunch time). Check out the mobile phone policy.

Please do not cycle in the school grounds.

Dangerous behaviour, smoking, or having/ using harmful or illegal substances are strictly forbidden.

Students must leave the upstairs areas of the school at morning break and at lunchtime.

9.4 SPORTS HALL:

Please:

Wear only shoes with non marking soles

Do not eat or drink anywhere in the sports hall

Do not enter the sports hall unless supervised by an adult

9.5 LOCKERS:

Students may use their lockers:

In the morning before class

At small break and lunch time

Before and after P.E.

After classes Finish

Students do not have permission to go to lockers between classes as this will leave them late for class.

10. BULLYING

Beneavin College endeavors to be a 'Bully Free School' where people respect each other and, as a whole school, contribute to that aim. The school's focus in promoting good behavior form part of anti-bullying strategy and encourage an open ear to students to report to an adult any concerns in regards to bullying. Our Bullying Policy document, which is part of our Code of Behaviour, outlines the specialized behavior-management approach we have to this issue.

Please see; *Beneavin College Anti Bullying Policy*

11. STUDENT SUPPORT TEAM

A student support team is in place in the College who endeavor to meet each week to discuss the care needs of the students. The care team is made up of the Principal, Deputy Principal, the student support team co-ordinator, the Guidance Counselor, the special needs co-ordinator, the Slí Eile team, the Home School Liaison Teacher and the Chaplain.

In keeping with the schools Lasallian Mission Statement and Ethos the following Pastoral care services have been put in place:

Student Support Team, Class Tutor System, Slí Eile, Year Leader, Guidance Counsellor and Family Therapy services (Subject to ongoing funding by Vincent De Paul) and Home School Liaison Teacher, Deputy Principal, Principal, Board of Management, application to St. John's Education Centre.

12. REWARDING STUDENTS

As a Lasallian school the core values are at the forefront of our day to day lives. The college encourages students to live out the Lasallian ideals and to display characteristics such as care and respect, leadership and good example.

There is a great emphasis on honouring students who display **Lasallian characteristics**. This is done through the reward card initiative (see below). This also takes place at the **Annual Awards Ceremony** (see below). As part of our annual De La Salle Day celebrations **Lasallian stars** (badges) are awarded to students who demonstrate Lasallian characteristics. **Senior prefects** play a central role in College life and students are awarded this responsibility for demonstrating Lasallian qualities, which includes and are not limited to, leadership, being a role model, kindness and respect for others.

Recognising positive behaviour is also central to the behaviour management system on VSWARE. Students are rewarded with positive comments for a variety of reasons.

- Being Helpful and Kind
- Excellent Piece of Classwork
- Excellent Piece of Homework
- Improved Behaviour
- Improved Classwork
- Positive Example / Role Model
- Showing Lasallian Values

This list is not an exhaustive list and the facility is there for teachers to add in their own comment where necessary. These comments also carry points which students can earn for positive behaviour .

The school recognises the importance of **reward** in promoting self discipline and will actively pursue this through its various award systems. Class teachers and tutors will be involved in acknowledging positive aspects of the boys' education. This is achieved through the **reward card system**. Students are issued with a positive behaviour card. The card has 25 stars on it with space for teachers to initial it or mark it in some way, with a stamp or sticker. Teachers fill in the card when they feel it is merited. The

programme is aimed at rewarding and promoting good behaviour. Examples of this include but are not limited to:

- a student being a role model to others
- A student being helpful and kind to others
- Consistent good behaviour
- Improved behaviour and application to classwork
- An excellent piece of homework / classwork

Students should engage with their tutors in order to ensure they receive their rewards. Rewards include postcards home, text home, phone call to parent/guardian, prizes. These are rewarded after a certain number of stars are earned. If a student fills their card, they will attend a party and receive a certificate, at the end of a designated period of time.

Year Leader holds regular **assemblies**, with tutors to acknowledge and promote good behaviour. Each term a **celebratory assembly** is held and these are used to publically award students who are getting on well in the College, who endeavour to do well as well as academics, attendance and punctuality. Certificates are awarded at these ceremonies..

Parents of students participating in the **Junior Certificate School Programme (JCSP)** may occasionally be sent postcards outlining an achievement in the College. **An annual awards night** in the College celebrates students' successes in all aspects of school life. It rewards excellence in the academic and sports as well as the social aspects of College life. **Positive postcards** are available to facilitate teachers in sending home positive messages to parents. Positive contact with parents and guardians can also be made in other ways including a **note in the student's journal** and **phonecall** home. From time to time students' achievements will also be acknowledged through announcements on social media and newsletters.

13. SCHOOL RULES AND DISCIPLINE

The following section is divided into

1. Attendance
2. Late coming & Classroom Expectations
3. Books and Class Materials
4. Respect
5. Class work and homework
6. Journal
7. Uniform

8. Internet Use
9. Mobile Phones / Equipment
10. Toilets
11. Between Home and School
12. Lockers
13. Tobacco, Alcohol, and Illegal Substances

13.1. ATTENDANCE

Students should be in school everyday in order to get the most out of school. Pupils must be present in school at the official start times each day (morning and afternoon). A student should only be absent for good reason (Illness) and should always provide a note of explanation from his parents on the day he returns to school. A student who is absent from, or late for, school without a written explanation from a parent/guardian will be subject to the normal sanctions. Parents/guardians are obliged by the Education (Welfare) Act (2000) to give a written explanation to the school for each absence. The school is obliged to record and report all absences and reasons for absences and to report on them to the National Educational Welfare Board (NEWB). A medical certificate may be requested in certain circumstances. Students who display a pattern of poor attendance will be asked to attend an interview in the school with their parents/guardian to attempt a resolution.

Students who are absent for more than 20 days in the school year are referred to the National Education Welfare Board by the Principal and the parents/guardians are informed. A comment on individual student attendance is included on official school reports sent to parents where possible. See Beneavin Attendance strategy Policy for more details.

Addressing Absence



When a student

Has been absent for:

The following procedures will be carried out.

5

Year Leaders: A letter may be sent home by the year leader to any student who has missed 5 days if there is no note of explanation.

Parents: parents may receive a letter from the Year Leader notifying them when their son has missed 5 days.

10

Year Leaders:

Should the student's attendance continue to be an issue and they reach 10 absences, then this must be discussed at the Year Leaders meeting and a letter should be sent home. Contact will also be made by the HSCL.

Parents:

Where necessary and at 10 days absence, they will receive a second letter and HSCL will make contact.

15

Year Leaders:

Should the student's attendance continue to be an issue and they reach 15 absences, then this must be discussed at the Year Leader and Student support Team meeting and a letter should be sent home. There may also be a meeting in school with parents/guardians.

Parents:

At 15 days absence, parents/guardians will receive another letter and will be invited into school for a meeting.

20

Year Leaders::

Following this, if students reach 20 days absent, this will be discussed at the Student support Team meeting. Where all support avenues have been exhausted to support attendance and no improvement is evident the case will be referred to the Education Welfare Service.

Parents:

In the event of continued absence reaching 20 days and where all support avenues have been exhausted to support attendance and no improvement is evident, the case will be referred to the Education Welfare Service.

Students must not leave college without permission. Students must remain within the college boundaries during college hours. There are lunch facilities available in the College and only senior students are allowed to leave the College for lunch time. Any misbehavior outside of the college during lunch time will result in this privilege being withdrawn. Absent without Permission: Students who leave school grounds during the school day without permission may be a) detained to make up the time lost b) be given a suspension warning or 3) be suspended.

If a student should feel sick during school time the student must report to his year leader or the Deputy Principal/Principal. Under no circumstances is a student to contact a parent and arrange to be collected from the school without going through the appropriate procedures. Parents must provide a note should they request the early release of the student. As attendance is of such importance such requests should only be made in emergencies. Any appointments should be made when school is not on such as after school time or on a Wednesday afternoon. The Principal or Deputy Principal must countersign this note and the student must sign out in the book in the secretary's office before being allowed out of the school. The parents may be called to discuss the request.

13.2. LATE COMING & CLASSROOM EXPECTATIONS

A. LATE COMING

School starts at 8:48 each day so all students should ensure that they are on the premises each day at 8:40 each day at the latest. It is very important that all students get into good habits of being on time for school each day. If your son is late due to a once off incident please give him a note of explanation in his journal. Students must ensure that they are marked present but late if they are late for school. Students who are late will be recorded as such on the Vsware attendance system. Punctuality will be monitored by year leaders. It is their responsibility to ensure that they are recorded as being late or they will be marked absent for that day and a text may automatically be sent to the parent/guardian. If a message is sent in error, it is the student's responsibility to provide evidence to the year leader that the error has occurred so that it can be corrected. Parents are informed on reports about the accumulated number of lates / absences and may request an update at any time by contacting the appropriate year leader. If a student is late two times in any one week he will be placed on detention after school. However, if he is so late on any day without an explanation from his parent/guardian that he misses tutor time he will be detained the following Tuesday /Thursday for one hour. Parents will be informed. If he misses a detention it is very serious and he may receive a verbal suspension warning

and has to reschedule the detention. If he goes on to miss another detention he may be suspended. Students who display a pattern of late-coming will be required to attend an interview with their parent/guardian to attempt a resolution. Students must be on time for all classes.

B. ENTERING CLASS

Students must line up quietly outside a classroom and may only enter a classroom with a teacher. The teacher will assign places.

Absence from class: Only in exceptional circumstances are students allowed out of class and, in such cases, students must carry a corridor pass provided by their teacher. Their Journal should have a signed note, authorising their absence from class.

C. AT EVERY CLASS

All students must wait, line up quietly, outside the classroom until their teacher arrives. Students are to enter the room when the teacher tells them to do so. After class, students are to leave exactly as their teacher tells them. Do not run, shout or push. Walk calmly in the corridors. Students are not allowed to go to the toilets between breaks. Students must get permission from their teacher to go to the toilet. This permission is recorded in the student journal. All students must leave their mobile phone with the teacher in class and take a hall pass (Hall passes are suspended during COVID but students must bring signed journal with them once they leave a classroom).

D. DURING CLASS

Students sit in the seat given by the teacher. Do not presume to change your seat unless the teacher allows you. Students are asked to take care of their desk and chair.

13.3. MORNING BREAK AND LUNCH

Students may go into the area of the school assigned to them. No student may leave the grounds without permission. Students are not allowed upstairs during break times unless with specific permission from a teacher. Only senior students are allowed to leave the building at lunch time. Any poor behavior outside of the school may result in this privilege being withdrawn for a short period or permanently. Senior students are asked not to buy junior students anything in the shops.

Fruit, sandwiches and drinks may be consumed only in specified areas. Fizzy or energy drinks / sugary drinks or chewing gum may not be brought into the school. Water fountains are available for the students. Other drinks will be confiscated as they are not allowed in the building and will be taken from students. It is a serious breach of the code

if a student refuses to give the drink to a member of staff. Hot food is only to be consumed in the canteen area.

Pushing and rough play at break can lead to injury. Students are asked not to engage in either.

Students must go to their next class promptly when the bell goes.

13.4. BOOKS AND CLASS MATERIALS

Students must have a bag containing:

1. Journal, Copy Books and Text Books for their timetabled subjects
2. Pencil Case with Pens, Pencils etc.
3. All specialist equipment including PE gear and materials as required by class teachers.

Students who display a pattern of not having their equipment will be required to attend an interview with their parent/guardian to attempt a resolution.

Equipment checks will be undertaken by the college to ensure that students have all the required items.

13.5. RESPECT

A. FOR ALL PUPILS, STAFF AND VISITORS TO THE COLLEGE:

Respect for all persons is a core principle in Lasallian Education. Beneavin De La Salle College engages in a concerted effort to respect the dignity of all persons.....

- Teachers are addressed as Miss or Sir.
- Students must not argue with a teacher. It is quite possible to put forward their point of view without being cheeky. If you are quiet and calm you will be welcome to make your point. This applies not only in school but to your relations with adults in general.
- You may not go to the Staff Room to see the teachers during morning break or the lunch break.
- All members of staff are entitled to respect.

Inappropriate/bad language is disrespectful and is unacceptable in the College. Students will receive a verbal reprimand and an apology may be sought. Students may be detained or suspended.

If the language or behaviour is abusive the student may be removed from class or area and referred to Year Leader, Deputy Principal or Principal. Parents will be informed. Possible Detention/ possible Suspension. Possible withdrawal from activities outside school. If abusive comments are directed towards a teacher, the consequences will be very serious and will result in suspension or expulsion.

You should always treat your fellow students as you would like them to treat you. The possession of objects or items that may injure another will be treated with the utmost seriousness and may involve informing the relevant authorities such as the Garda. Suspension and or expulsion may result. Bullying, fighting and intimidation are regarded as the most serious discipline offences that can be committed and will not be tolerated. Suspension and or expulsion will result.

B. RESPECT FOR THE SCHOOL BUILDING - SPECIALIST ROOMS AND EQUIPMENT

There are a number of specialist rooms in Beneavin De La Salle College including Engineering, Construction Studies, Technical Graphics, Art, Science Laboratories, Sports Hall and Gym, Movie Room, Music Room, Library, Sli Eile, Meditation Room, Parents Room, Caretaker's Room, and Computer Rooms etc. These rooms offer pupils the chance to learn a wide variety of skills within a controlled environment. In addition to these specialist rooms there are designated staff only areas within the college which pupils are not allowed.

Pupils are not allowed to enter these rooms without a teacher present or with written permission from a staff member. They contain expensive equipment and machinery that can be extremely dangerous. Any damage, misuse or theft of the equipment or items within these rooms will be taken very seriously, and in addition to the sanctions outlined in this document, may result in pupils being withdrawn from certain subjects.

Health and safety is paramount and the College strives to ensure that all pupils and staff can work in a safe environment, and that the school's resources are maintained to a high standard. Any student that poses a risk to themselves or others within this environment will be removed in the interest of safety. Such behaviour may lead the pupils being brought to the board of management with expulsion a possible outcome of that meeting. Any accidents, spillages, or breakages etc are to be reported to the teacher immediately. Safety is everyone's responsibility and so these rooms are to be kept clean and tidy to help prevent accidents.

C. VANDALISM

Respect for property

Always treat school property and that of your fellow students with respect.

Don't forget to take good care of your own property.

Graffiti on school property is treated as a serious issue in all cases. In particular, where something is written about a student on school property, this may be construed as a form of bullying and serious action may be taken (up to and including suspension or expulsion of the culprit).

We are very proud of our wonderful school building/campus and we view anyone damaging the building or its contents as very serious.

Any student involved in defacing or damaging school property may receive a note in their journal and may be required to pay the cost of repair or replacement. Students will be required to clean off graffiti. Environmentally friendly and non-toxic cleaning products will be used, if they are efficient and cost-effective.

D. LITTERING

Beneavin College is part of the Green School's Project. There are litter wardens appointed from classes. We are proud of our school and students and their teachers deserve a clean environment. Please check out the website for more information.

Students found littering classrooms or corridors will be placed on clean up duty. Appropriate litter pickers/gloves will be provided. Other sanctions may also apply.

13.6. CLASS WORK, HOMEWORK

Students must do all class work, homework, task-work and projects given to them. All homework must be properly recorded in their journal. Homework must be completed with due care and attention and must be presented on time. A written explanation from parents/guardians, in the student's Journal, must be presented to the teacher if homework is not done. Students should do some revision and reading every night. Parents should supervise to ensure all homework is completed and check the journal to ensure that there is a pattern of homework being recorded.

Teachers may place a note in the student's journal if homework is incomplete. Students who display a pattern of not completing class work or homework and/or not completing it to the required standard will be required to attend an interview with their parent/guardian to attempt a resolution. If the pattern continues detention will be given.

Parents may be informed in his journal if the student comes to class without proper materials. If it persists the student may be given a sanction / detained.

The Role of the Teacher when setting and correcting homework:

- To set appropriate homework during each lesson.
- To give a clear instruction to students regarding homework before the end of each lesson.
- To ensure that students have sufficient time to write homework into the Homework Journal.
- To keep an account of the homework given to students
- To keep an account of homework completed by students
- To give feedback on homework to students
- To use the Homework Journal to inform parents if homework has not been completed.
- To use the Homework Journal to inform parents of homework completed to an excellent standard.
- To consider the varying needs of students when setting and correcting homework.
- To be mindful of differing levels of ability among students and pitch expectations accordingly
- Present homework as a positive learning experience
- Engage students in peer and self evaluation
- Participate in the implementation of the schools rewards and sanction system.

A. INCENTIVES

Some of the incentives to the students who submit homework. This is at the discretion of the classroom teacher:

- Star in journal
- Comment in students journal
- Postcard home
- Inform tutor / yearhead
- Class prizes
- Certificates
- Feedback at parent teacher meetings
- positive comment on vsware

B. INTERVENTIONS

In classes where homework is not complete, an appropriate and consistent intervention should be put in place by the teacher. Before students receive a recorded sanction for no homework, teachers should consider whether they have exhausted all avenues before issuing a recorded sanction to the student which also goes to the Year Leader.

Teachers should consider giving students:

- A Verbal warning
- A Written comment in the students journal
- Or relevant extra work

Or in cases of continued no homework teachers should consider:

- Contacting Parents / Guardians
- Sending a letter home detailing missed homeworks
- Detain the pupil during break / lunchtime until the work is complete

If a teacher has exhausted all of these avenues and homework continues to be incomplete then a recorded sanction may be given to the Year Leader.

13.7. JOURNAL

The journal provides an opportunity for both staff and parents to communicate with each other. It is also a record of the student's performance. Each student must have a school journal. Parents/guardians must sign the required sections in the front of the journal and they must sign the journal at least once per week. Class tutors will also check the journals at least once per week. Teachers use the journal to communicate such information as test results and in class behaviour to parents. Parents/ guardians use the journal to excuse students' absences and to pass on relevant information about their sons. Students must have their journals with them at all times and failure to do so may result in a sanction. Students should note that the journal is not a private diary and should not contain personal or sensitive information.

The Journal is for: recording homework as it is given; for teacher's comments on student's work/behaviour; for notes from parents/guardians regarding absences; for notes from class tutors.

- It is a serious breach of discipline for a student not to hand up their journal when requested to do so.
- Journals should not be defaced in any way.
- The journal must be signed by a parent/guardian of students at least once per week.

No journal in class:

May result in a referral to Year Leader and follow up.

13.8. UNIFORM

A. PERSONAL PRESENTATION

It is the policy of Beneavin De La Salle College for students to wear a school uniform. The school believes that benefits of this policy are reflected in positive behavioural, academic and social outcomes through;

- Increased social harmony
- Help students resist peer pressure to buy trendy clothes
- Increase a sense of belonging and school pride
- Increased academic performance
- Improve attendance
- Encourage discipline

The general presentation of students is important. Students should, therefore, ensure that they are in complete uniform at all times while in school, travelling to and from school or attending any function as part of a school group.

Extreme hair styles affect the image of students and of the school and are, therefore, forbidden. The School Principal is the judge in this regard.

Students must wear the full school uniform every day.

- The Junior Cycle uniform includes a green jumper with the Beneavin school crest, grey shirt, grey trousers, Beneavin tie and black footwear. A school jacket must also be worn. A school PE top must be worn on PE day if the student is not in full uniform.
- The Senior Cycle uniform includes a navy jumper with the Beneavin school crest, white shirt, black trousers, Beneavin tie and black footwear. A school jacket must also be worn. A school PE top must be worn on PE day if the student is not in full uniform.

Parents/guardians are asked to ensure that their sons have full uniform on at all times. Students who display a pattern of not wearing their uniform will be required to attend an interview with their parent/guardian to attempt a resolution. Students without full uniform may be sent home following contact with their parents/guardians to return in full uniform. Students may not be allowed to class without full uniform. A loan facility exists for exceptional circumstances and any student provided with a uniform are required to wear it. Uniform inspections will occur from time to time and parents/guardians may be contacted if your son is not in full uniform.

B. PHYSICAL EDUCATION

Students must always bring the appropriate PE gear with them when they have PE timetabled. They must change into their PE gear and they must also change back into their uniform for the remainder of the day. They must always bring their PE gear to PE class. A school PE top must be worn on PE day if the student does not want to change into their uniform.

C. PIERCINGS

Piercings are not allowed and should be removed before entering school.

13.9. INTERNET / SOCIAL MEDIA

Any student found texting or placing abusive or personal comments about their teachers or any staff member online will be severely dealt with. Students are not allowed to use an image of a staff member/or another student in a negative way. Such matters will result in suspension or expulsion.

Misuse of the Internet may result in disciplinary action, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities such as the Garda.

Please see the **Beneavin Internet Acceptable Use Policy** regarding the use of the internet.

13.10. MOBILE PHONES /RECORDING EQUIPMENT/ AUDIO DEVICES

We acknowledge that many parents/guardians enjoy greater peace of mind about the safety of their sons when they are in possession of mobile phones. However some regulations regarding their use are essential to the smooth running of our school.

Student mobile phones must be switched off and not displayed at all times while on school premises i.e. inside school gates unless at lunchtime.

The use of recording equipment/mobile phones /photography is strictly not permitted in the school or school grounds or on school trips without the prior consent of management.

Students who are in breach of this rule will be required to give the equipment to any member of staff. The equipment will be given into the Principal; /Deputy's Office and will be returned at their discretion. If there is an ongoing problem the phone/equipment will not be returned until a parent makes an appointment to collect it from the school. If

a student continues to breach this rule the phone may not be returned to the student until the end of term or a student may be required to leave all devices at home.

The school recognizes that such devices are personal items and will treat them accordingly. Students who are in breach of this rule must accept the automatic sanction of the confiscation of the device without argument. Further sanctions may apply as per the Code of Behaviour.

Parents/guardians who need to speak with their children by phone must do so through the school landline system.

Students may not, under any circumstances, use a mobile phone to take pictures or recordings while on the school premises or on school activities.

Please see the Beneavin Internet Acceptable Use Policy regarding the use of the internet.

13.11. TOILETS

Toilets may be used before morning and afternoon classes commence and during official breaks. Use of toilets other than during breaks is permitted only in exceptional circumstances with a note in the student's journal from a teacher to minimise class disruption. Students may not go to the toilet between classes. They must go to their next class and seek permission from their teacher. Medical issues must be covered with an appropriate medical certificate. Student's privacy and dignity must be respected at all times and especially when using the toilet facilities. Misbehaviour in the toilets will be severely dealt with.

13.12. BETWEEN HOME AND SCHOOL AND SCHOOL ACTIVITIES

Conduct outside of school hours may be of interest to school authorities. The Code of Behaviour applies to all school activities. The Code of Behaviour applies fully to all activities, trips etc. taking place under the control of the college. Students are, if chosen, expected to participate in all college activities whether or not they fall within the school day.

Whilst the school expects that students will comply with the Code of Behaviour both within the school and within the school day any behaviour outside the school and/or school hours that damages the school, interferes with its workings, is detrimental to other students or undermines school discipline or good order will be subject to the school's sanction, and/or may be referred to such other authorities as appropriate.

Your conduct on your way to or from school is as important as within the school. You are reminded to behave in a mannerly way on the road, at the bus stop or in the bus. Complaints about students' conduct outside school will be acted upon.

13.13. LOCKERS

Students can use their lockers only at appointed times. They can use their lockers before school, during morning and lunch break and after school. Students may not go to lockers between classes as this can make them late for class. Lockers remain the property of the school and may be subject to inspection in certain circumstances. If a student refuses to open a locker inference will be taken from that and the parents will be brought in and the locker will be opened in the presence of their parents. Only books and equipment should therefore be kept in lockers.

Lockers are rented to students and it is expected that they are returned in the same condition as they were given. Lockers may be removed from any student abusing their lockers or going to them at unappointed times.

13.14. ALCOHOL, TOBACCO AND ILLEGAL SUBSTANCES

The possession, use or distribution of alcohol, tobacco or illegal substances while in school in the areas surrounding the school or on school outings are not permitted and will result in serious sanctions.

Please see the school **Substance Abuse Policy**.

Smoking in School Uniform /during school time is not permitted on the school premises/ grounds.

Smoking is strictly forbidden throughout the school, travelling to and from school, on all school trips, or any time a student is in uniform. It is also forbidden for a student to have in his possession matches, a lighter, cigarettes e-cigarettes or tobacco. On a first offence, the parents are notified and the student is given an evening detention. A second offence may lead to a suspension.

Any student found to be in possession of, using, under the influence of or supplying illegal substances will face very severe consequences. The school will inform the parents and the Gardaí and will also advise parents on where to access professional help for their son. In almost all cases expulsion of a student in this situation will be considered by the board.

14. SANCTIONS

Sanctions form a part of positive intervention. The purpose of a sanction is to bring about a change in behavior by helping students to recognize that their behavior is unacceptable and of its effect on others. It may also help them to take responsibility for the actions and allow them to understand that all choices have consequences. Sanctions reinforce the boundaries set out in our schools' Code of Behaviour and signal to other students and staff that their wellbeing is being protected. It may also be required to ensure there is no significant negative effect on teaching and learning.

A teacher may use his / her own private strategies to deal with minor matters within the classroom. However, once the teacher resorts to the Code of Behaviour outlined below, the student now enters the area of school discipline and therefore it is important that the student be made aware of the significance of this type of sanction. It is also vitally important that the teacher sees it as the first step into school discipline so as to uphold the value of the system.

A firm verbal reprimand from the staff member as they deem fitting is expected to be sufficient to correct inappropriate behaviour. The staff member may impose a sanction or use an appropriate classroom management strategy at this point. Note in journal or a removal of privilege may be appropriate at this stage. The students should be warned if appropriate that they may be given a sanction if the inappropriate behaviour continues.

14.1. SANCTION ONE

Sanction one is given for minor misbehavior. This is part of individual teachers' classroom management strategies. The teacher will record this information for his/her

record and may record it on vsware but it remains between the teacher and the student, and is not referred to the year leader. In many instances a firm verbal reprimand from the staff member is expected to be sufficient to correct inappropriate behaviour. The students should be warned if appropriate that they may be given a sanction 1, for example, note in journal, written work (or other form of sanction 1) if the inappropriate behaviour continues.

The emphasis is on the move into the school disciplinary system rather than on the length of the punishment work or on the type of sanction.

Examples of Sanctions 1:

The following is a non exhaustive list of possible sanctions that can be used at the discretion of the teacher:

- Verbal rebuke /visual warning (approach student, eye contact)
- Written warning
- Ask student to suggest a fair and appropriate sanction
- Moving a student's position within a class
- Note to parents in journal
- Extra work/homework at the discretion of the teacher.
- Pay back time (on days/times when students are not due to be present)
- Short 10-minute detention (once parents are aware)
- 100 words (write a selected text from a teacher of 100 words)

Collecting Sanctions:

A sanction I is given by the teachers in the classroom and, where necessary it is returned at the next class.

14.2. SANCTION TWO

Entry into Sanction TWO occurs: -

- (i) as the next stage in the system after Sanction ONE
- (ii) for an incident more serious than would warrant Sanction I.

At this stage of the discipline process instances of inappropriate behaviour are referred to the year leader. This behaviour is recorded and will go onto a student's record/file.

Sanctions may include:

1. Informal word to the year Leader
2. Verbal rebuke from Year Leader
3. Payment for damage to, or replacement of, school property
4. Informing parents
5. Letter of apology is sought from student, a copy of which is kept in student's file

6. Detention by the teacher: Detention at the discretion of the teacher, provided the student and parent or guardian is notified of the detention by a note, with at least one day's notice. A student may be detained on the same day if the parent is informed and verbally agrees with the teacher.
7. Community Service which may involve helping in the College and giving time to help others and show consideration to others
8. 200 words (write a selected text from a teacher of 200 words)

When a teacher gives a Sanction TWO, he/she records it on vsware. The teacher will:

- record brief details of the incident (if necessary the teacher will write a more detailed report and send it to the Year Leader)
- record the the actions taken
- assign it to the year leader

14.3. SANCTION THREE

Entry into Sanction THREE occurs:

- (i) as the next stage in the system after Sanction TWO
- (ii) for a very serious single incident

At this stage of the discipline process, like with a sanction 2, instances of inappropriate behaviour are referred to the year leader. This behaviour is recorded and will go onto a student's record/file.

Possible Sanctions

1. Verbal rebuke from Year Leader
2. Payment for damage/replacement of school property
3. Informing parents
4. Payback time
5. Application of the anti bullying policy for bullying behavior
6. Removal of privilege including sporting activities
7. Formal letter home from Year Leader/Deputy Principal/Principal.
8. Telephone call to parents/guardians by Year Leader//Deputy Principal/Principal
9. Removal from specified class or activity
10. Parents asked to meet the Year leader to discuss the issue
11. Year Leader's detention for serious transgression or on-going breaches of the schools' code as deemed fitting. At least one day's notice will be given to student and Parent/Guardian.
12. Removed to a different class to be supervised by another teacher- buddying (see Below)

- 13. Suspension Warning
- 14. Suspension from school for a fixed time
- 15. Expulsion by the Board of Management

When a teacher gives a Sanction THREE, he/she records it on vsware. The teacher will:

- record brief details of the incident (if necessary the teacher will write a more detailed report and send it to the Year Leader)
- record the the actions taken
- assign it to the year leader

Additionally, all teachers complete a record of what has been done to date in an attempt to improve the student's behaviour.

Standard of Work for all written sanctions:

The work should be written clearly and legibly.

Collecting Sanctions:

A sanction One, Two or Three is given by the teachers in the classroom and, where necessary it is returned at the next class.

Short Detention as a sanction:

Parents must be informed in advance of the detention.

14.4. REPORT

A report is used to accompany a Sanction 2 OR sanction 3 when more detail on an incident is required.

SERIOUS INCIDENT REPORT

A **serious incident report** may be required when the matter is so serious it needs to be brought to the immediate attention of the Year Leader / Deputy Principal/ Principal:

Examples:

- Refusal to give a mobile phone / audio device to a teacher
- Aggression to staffBeing physically or verbally abusive to teachers
- Serious fights
- Possession or using other substances

The above may result in a student being sent home.

When a teacher gives a Serious incident Report he/she records it on vsware. The teacher will:

- Record the incident on vsware (no details to appear on vsware)
- record details of the incident and send it directly to the Year Leader / Principal / Deputy Principal where appropriate

It should be noted that if the behaviour of the student does not improve the Deputy Principal/Principal will take whatever action is appropriate, up to and including recommending expulsion to the Board of Management.

Permanent exclusion is at the discretion of the board of Management.

14.5. "BUDDYING" / REMOVAL FROM CLASS

On occasion it may be necessary to remove a student from class to a supervised location (another classroom). There are a number of reasons why this may take place.

1. In the interests of classroom management if a student is disruptive to teaching and learning the teacher may feel that this sanction is necessary. Details of the incident will be written up, as with other instances of this kind and this will go on the student's file/record.
2. Before a situation escalates a teacher may feel it would be beneficial to both the student and the rest of the class if a student is removed from the class temporarily. The aim is to dissolve any potential issue from arising. There are times when timeout from a situation are in the best interest of the student. As this is a preventative measure a sanction / report may not be warranted.
3. To allow a student to do some outstanding work or complete an assignment / test.

In every instance of "buddying" the year leader will be informed as students' whereabouts need to be monitored for their records.

However, consistently denying a student access to a particular part of the curriculum **as a general sanction** would not be appropriate.

Students must not be put outside of classrooms in unsupervised situations.

In the case of serious disruption to teaching happening in a classroom the following options are available to a teacher:

- Isolate student and allow him to calm down in a place where you can see him. Then respond to the behaviour.
- Use the Buddy System.
- Isolate student where you can see and send for support.

14.6. ACCUMULATION OF SANCTIONS

(a) Sanctions may be given more than once, but in the interest of justice to the pupils an unreasonable amount of work should not be given for the following day. It is undesirable that more than one Sanction be given for a repeat of the same type of misbehaviour in the same class.

(b) If it is necessary to reprimand a student for the second time then the next point on the Sanction may be given to that given previously, but not in addition to it.

(c) If a Sanction 2 were to replace a Sanction 1, the formal recording and warning him of his position should be sufficient to get the message across into him.

Therefore, it should not happen that a student ends up with a Sanction 1, a Sanction 2 and a Sanction 3 within the same class.

N B It is of the utmost importance that the Code of Behaviour has its value upheld and is not undermined through misuse. The Principal should feel obliged to advise staff in the event of any misuse.

14.7. REFUSAL TO COMPLETE SANCTIONS

A refusal occurs when a student states publicly that he will not do or write the given Sanction and does not present the written work at the appointed time. If a pupil says he will not do the work but does it by the requested time, it is not a refusal. In the case of refusal to write Sanctions, parents should be informed. A student who refuses to write/complete a Sanction will be required to do detention.

15. YEAR LEADER DETENTION

Year Leader detention must be regarded by all concerned as a very serious stage in the code of behaviour so as to maintain its effectiveness.

15.1. REASONS FOR YEAR LEADER DETENTION

Reasons for Detention may be:

(I) When a student is developing a pattern of poor behavior as evidenced by an accumulation of Sanction 3s over a short period.

(ii) For serious misbehaviour the student may be referred to the Year Leader / Deputy Principal / Principal by a teacher.

15.2. DETENTION LIST

(a) The Year Leader enters the names of students due for detention in the detention book in the Secretary's office by Friday.

(b) For serious misbehaviour the Principal/ Deputy Principal/ Year Leader enters the name in the detention book.

15.3 NOTIFICATION TO PARENTS

- a) Parents are notified of detention and the reason given.
- b) The letter will contain a form to be signed by parents/guardians acknowledging that they were informed about the seriousness of the student's position.
- c) This signed form is returned to the year Leader. It is the responsibility of the student and his parent/guardian to return this form

15.4. SECOND DETENTION

Entry into second detention is through a breach of Conduct following a first detention.

N.B. Parents are again notified by means of a formal letter.

Other points in the First Detention apply to Second Detention also.

16. REPORT BOOK

A year leader/Sli Eile may put a student on report book for a week if the year leader decides that there are persistent discipline issues or on return from a period of suspension. The Year Leader gives him his report book on the first school day of this

week or on return from suspension. The purpose of the report book is to monitor closely the behavior of a student and record positive as well as poor behavior.

The report book is signed by each subject teacher at the end of each class. The Year leader/Sli Eile checks the report book each day and writes a comment on the last day of the week and signs it for the parents/guardians to sign.

- a) Parents/guardians must sign the report book each night.
- b) The Year leader/Sli Eile checks the Report Book each day and writes a comment on the last day of the week and signs it for the parents/guardians to countersign.
- c) Sanctions may be given while on report book and an unfavourable comment may be given.
- d) If the student loses the report book, a replacement book is provided, and the period extended as appropriate.
- e) If there is an excess of unfavorable comments the year head/Sli Eile may decide to continue with the report book for a further week. If the report book is largely clear of all unfavourable comments for the week then the report book may end.
- f) Report books are retained in the student's file by Year Leader/Sli Eile .

17. SUSPENSIONS

17.1. SUSPENSION WARNING

Students who continue to come to the attention of the Year leader/Deputy Principal or Principal through unsatisfactory behaviour will receive a suspension warning letter to bring home to their parents.

17.2. SUSPENSION

Students may be suspended in the following circumstances:

- (a) An excess of Sanction Threes.
- (b) An excess of unfavourable comments in the report book.
- (c) For more serious misbehaviour or the student having been referred to the Principal/Deputy Principal for a serious incident (may be abusive language towards a teacher / defiance / persistent misbehaviour / bullying / violence / damaging property / substance abuse / failure to attend detentions or other misdemeanors regarded by the Principal as being serious enough to warrant suspension). Suspension by the Principal will last for up to three schooldays. Parents will attend a meeting in the school, be given a Letter of Notification of Suspension and be informed that they have a right to appeal this to the Board of Management.

They, along with the student, are advised of the next stage of the code and they sign an appropriate document guaranteeing future behaviour.

The student may be given a **Report Book** by the Year leader on his return and is told that he will be on daily report for a period.

Suspension will be reported to the Board of Management by the Principal at the next meeting.

17.3. SUSPENSION AS PART OF A BEHAVIOUR MANAGEMENT PLAN

To address the student's behaviour, the suspension will:

- enable the school to set behavioural goals with the student and their parents
- give school staff an opportunity to plan other interventions
- impress on a student and their parents the seriousness of the behaviour.

17.4. THE PERIOD OF SUSPENSION

A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. The Board of Management provides guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than three days would be approved.

Where a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval. However, the Board of Management do authorise the Principal, with the approval of the

Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion.

The Board of Management place a ceiling of ten days on any one period of suspension imposed by it.

The Board will review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the *Education Act 1998*. Suspensions that bring the number of days for which a student has been suspended in the current school year to twenty days or more must be reported to the National Education Welfare Board.

These provisions are structured to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school. The Board recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length.

17.5. AUTOMATIC SUSPENSION

The Board of Management, as part of the school's policy on sanctions, that particular serious misbehaviour may incur automatic suspension as a sanction:

The Board delegates the principal to decide on the level of seriousness in particular regard to issues of Health and Safety of the school community. However, a general decision to impose automatic suspension does not remove the duty to follow due process and fair procedures in each case.

17.6. GROUNDS FOR REMOVING A SUSPENSION

The Parents may appeal to the Principal to have the suspension removed. If this appeal is unsuccessful the parents can then appeal in writing to the Board of Management. This appeal will be heard at the next meeting. It is the policy of the Board of Management in relation to appeals that the principles of Natural Justice will apply. (See Appendix I).

17.7. REVIEW OF USE OF SUSPENSION

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies. The Board will also examine the patterns of use, to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

18. DISCIPLINARY COMMITTEE

In cases where a student's continuous poor behaviour/ minor breaches of discipline has adversely affected; the capacity of the school to teach that student; and /or teaching and learning in classroom(s), and/or maintaining good order in the school: This may have the effect of a student receiving a series of sanctions for indiscipline. Following consultation with the teachers and in what the Principal considers being **exceptional circumstances**; a referral to the Discipline Committee may be considered to afford a measure of flexibility to the Code of Behaviour. The committee comprises of; a Year Leader, a member of the school's Care Team, the Principal and /or Deputy Principal and a representative/nominee of the Board of Management.

This review will be conducted in the presence of the parent(s)/guardian and student and they will have an opportunity to respond. The student's behaviour and possible plans that could be put in place to improve it will be discussed. The committee will then decide on the next appropriate step the school should take. All options with reference to the school's Code of Behaviour are open to this panel and shall include the opportunity to directly refer the matter to the Board of Management through the Secretary of the Board.

The Board of Management may request a meeting with the parent(s)/guardian and the student to **review** the student's file.

19. EXPULSION

Expulsion will normally only be considered by the Board of Management only after every effort at rehabilitation has failed and every other sanction has been exhausted. However, a single serious incident may result in expulsion.

19.1. PROCEDURE FOR EXPULSION

Expulsion can only occur after the Principal has:

- Ensured all options under the Code of Behaviour have been applied and documented and all support personnel (internal and external) have been Involved
- Ensured all other procedures, referrals and supports have been exhausted
- Ensured that discussion has occurred with the student and parent guardian regarding the specific misbehaviour which the school considers unacceptable and which may lead to expulsion

- Provided formal and written warnings at appropriate times, detailing these behaviours as well as clear expectations of what was required of the student in the future
- Recorded all action taken
- Discussed in full with the Parents /Guardian, the record and documentation of the student's behaviours that will be presented to the Board and informed them that the Board will consider expulsion. Parents(s)/Guardian will be provided with copies of record/documentation.
- Invited the Parents Guardians in writing to attend the Board meeting
- Invited the Parents Guardians to make written submission in advance of the meeting

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

Where a Board of Management decides to consider expelling a student, it will hold a hearing. 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 along with any reports and documentation. Each party will be allowed to question the evidence of the other party, especially where there is a dispute about the facts. Members of the Board may ask each party to clarify some aspects of their submissions. Parents may wish to be accompanied at hearings and the Board will facilitate this.

After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

Expulsion can only occur after the Board of Management has:

- Heard the case against the student (this should be made in the presence of the parents)
- Heard the parents' response
- Examined all the documentation
- Considered the student's record in the school
- Taken expert Legal advice where appropriate

- Ensured that the Principal is not present for the board's discussion and decision on the matter
- Discussed the case in detail
- Considered all matters in General Principal 10 (Ref: Natural Justice)

19.2. DELIBERATIONS OF THE BOARD OF MANAGEMENT FOLLOWING THE HEARING

Having heard from all the parties, the Board will decide whether or not the conduct of the student is substantiated and, if so, whether or not expulsion is the appropriate sanction.

If the Board of Management, having considered all the facts of the case, is of the opinion that the student will be expelled; the Board will notify the Educational Welfare Officer in writing of its intention, and the reasons for this decision.

The Board will inform the parents in writing about/on its conclusions/decision and the next steps in the process and informing them of:

- the reasons for the expulsion
- effective date of the expulsion if confirmed by the Board, and
- that the Board of Management will inform the Educational Welfare Officer

A statement, where appropriate, that the student is under the care and responsibility of the parents guardians for the period of 20 school days required by the act for the Education Welfare Officer to examine alternative provisions for the education of the student.

Provided information and documentation on Appeal rights (Section 29)

19.3. CONFIRMATION OF THE DECISION TO EXPEL

Where the twenty-day period (school days) 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 will formally confirm the decision to expel. The Board may decide, depending on circumstances, at the meeting when an intention to expel a particular student has been taken, delegate this decision to the Chairperson and the Principal. Parents will 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.

19.4 EXPULSION POLICY

Expulsion is the most severe sanction imposed by the school. It will only be imposed for serious breaches of school discipline (Gross Misconduct) or for a consistent and progressive failure to abide by the school Code of Behaviour and values.

Where other avenues have been exhausted, it is recognised that in a small number of cases, the College may not be able to maintain the attendance of a particular student. This may be for a variety of reasons, including consistent undisciplined, disruptive or confrontational behaviour to the detriment of the college and other students and/or staff. In such cases, after due consideration, the college is obliged to exclude such students from attendance.

The student and, where appropriate, his parents/guardians have the right to be kept fully informed at all stages of the disciplinary proceedings, including the reasons for the decisions to exclude the student from the college.

Where possible, such students should be referred to other agencies which may be able to cater for their particular needs. Before any decision is taken to exclude a student, the college will inform the student and, where appropriate, his parents/guardians of the reason why exclusion is being considered and offer them the opportunity to respond.

20. APPEALS

A parent has the right to appeal a suspension or an expulsion

20.1 APPEALING A SUSPENSION

A parent/guardian has the right to appeal the suspension in the first instance in writing to the Principal. This appeal should be lodged within 20 days of the receipt of the letter of suspension. Where an appellant is unsuccessful in their appeal to the Principal, and wishes to appeal further, the Board of Management offers an opportunity to parents/guardians/students over 18 to appeal a decision to suspend a student. This appeal can be made in writing to the Secretary of the Board of Management at this address:

*The Secretary, Board of Management
Beneavin De La Salle College
Beneavin Road
Finglas Dublin 11*

clearly stating the grounds for the appeal and supplying any relevant documentation. The appeal will usually be included on the agenda of the next scheduled Board meeting provided it is received in time to allow for the necessary administration to be completed.

20.2. APPEALING AN EXPULSION

You have the right to appeal a decision to expel with the Secretary General of the Department of Education and Skills under the Education Act (Section 29).

21. AMENDMENTS TO THE CODE

Any amendments which need to be made to the Code of Behaviour will be in keeping with the general philosophy of our code of behaviour and will be communicated to the members of the school community in writing. The Board of Management may modify the Code of Behaviour at any time.