



Glanmire Community College

Glanmire Community College Code of Behaviour

This code of behaviour was developed in compliance with Section 23 of the Education (Welfare) Act 2000.

The School Mission Statement

Glanmire Community College strives to be a happy, safe, caring and inclusive Christian Community that promotes quality teaching and learning in an environment of mutual respect.

A Partnership Approach

The objective of our Code of Behaviour in Glanmire Community College is to create a respectful and cooperative environment, in which every individual is given the best possible opportunity to grow and develop academically, socially and personally. Students, teachers and parents have a duty to co-operate with each other in upholding the code, if this objective is to be achieved.

Considerable emphasis is placed upon the principle of partnership in the management and operation of our school. Consultation is a very important part of this process. Open, honest and regular communication between the school, the student and the parents enables a common understanding in matters related to the students' balanced development.

We recognise the value of engaging everyone in the school community, in the task of shaping the school environment and making it a happy place for teaching and learning.

The Code expresses the vision, mission and values of our college and is a key tool in ensuring the best possible educational environment.

- Each member of the school community has a duty to promote a positive and safe working environment for all staff, students and visitors.
- We have high expectations of our students.
- We have many ways of affirming good behaviour.
- We also respond to behaviour that interrupts teaching and learning in the school.
- Students are encouraged to be responsible participating members of the school community.
- We are committed to the welfare of every student and the provision of positive support for vulnerable students.
- It is recognised that classroom management and teaching methods have a strong influence on students' behaviour. Where students are engaged and motivated to learn, it helps ensure that their behaviour will be positive.
- Induction support for new teachers will involve an introduction to the code of behaviour and support in their implementation of the code.

Our expectations of all members of the school community:

The school's standards of behaviour reflect values such as respect, courtesy, good manners and fairness. Teachers and parents have a responsibility to model the school's standards of behaviour in their dealings with students and with each other.

Students can promote a positive school environment through:

- Attending school regularly and punctually.
- Doing one's best in class.
- Taking responsibility for one's work.
- Adhering to the rules.
- Helping to create a safe, positive environment.
- Treating school facilities and equipment with respect and care
- Respecting staff.
- Respecting other students and their learning.
- Participating in school activities.

Strategies for supporting good behaviour, progress and effort:

- Students are given responsibility in many areas of school life, both in class and throughout the school. For example: Class Captains, Clean-up Teams, Green Schools Committee, Fundraising Activities, Linkages with Primary Schools, Development of School Policies and Procedures and Student Council Representatives.
- Parents are expected to support the school by encouraging good learning behaviour.
- Parents and teachers need to model the behaviour that is expected from students.
- Teachers are an important source of support, adult empathy and care for students.

Other strategies include:

- Positive everyday interactions between teachers and students.
- Giving positive feedback about behaviour.
- Positive note placed in journal.
- Éacht Awards for effort and achievement.
- Díograis Awards in-school affirmation process and annual ceremony.
- Publication of Review Magazine which highlights efforts and achievements.
- Positive feedback and public praise at assemblies and Class Tutorial.
- A phone call home or written communication to highlight and encourage success.
- Private acknowledgment.
- A visit to the Deputy Principal or Principal for commendation.
- Local media is used to promote the positive public image of our school.
- Delegating special responsibility or privilege in order to acknowledge behaviour or contribution that is valued in the school.

- Provision of appropriate range of extra-curricular activities
- The use of ICT displays and year group-specific notice board information within the school

General School Rules:

- Keep to the left hand side when moving in the corridor.
- Move quickly and quietly to class.
- Line up in pairs outside the classroom.
- Wait for your teacher before entering the classroom.
- Use the bins provided.
- Eating and/or running in the corridor are prohibited.
- Be courteous to all staff and visitors.
- A note of explanation is needed following absences.
- Mobile phones must be turned off and out of sight in the school building, unless use is authorised by a teacher.
- Students are not allowed to leave the school grounds without the authorisation from parents, Class Teacher or Year Head.
- Foul language is not tolerated.
- Full uniform must be worn at all times.
- Students must behave responsibly and move safely in court yard areas

Classroom Rules:

- Be punctual and have the required materials for class.
- Place your journal and textbook on your desk at the beginning of class.
- Sit at your assigned seat.
- Show courtesy and respect to each person in the classroom.
- Be attentive at all times.
- Follow the teacher's instructions particularly in relation to health and safety issues.
- Homework should be presented neatly, to the best of your ability, and on time.
- Respect classroom property and keep the room neat and tidy.
- Eating or drinking in class is prohibited.
- Please stand when a visitor, the Principal or Deputy Principal enters the room.
- Do not engage in any activity that would cause harm to yourself or anyone else.

Jurisdiction of school rules:

The standards and rules contained in this code of behaviour apply to the normal school day. They also apply in all of the following areas:

- Extra-Curricular Activities
- School Tours

- School Bus
- Fieldtrips
- Work Experience Placements
- Attendance at events organised by the school including School Musical, Díograis Awards.
- Representing the school in competitions or at functions
- Cyberbullying or other forms of bullying that takes place outside school but are linked to school.

Responding to inappropriate behaviour

It is the responsibility of the school authorities to maintain a classroom and school environment which is supportive of the learning of every student in the school and which ensures continuity of instruction for them.

In our school, we try to develop a strategy for intervening early when student behaviour does not meet the standards expected in the school.

Levels of intervention:

1. Support for all:

Most students behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional minor misbehaviour should be attended to routinely and effectively through the skill of the Subject Teacher.

2. Additional Support for some students:

Some students need more active intervention to help them to manage their behaviour. Additional interventions include referral to another teacher who can work with the student; involving the pastoral care team; setting targets for behaviour and monitoring them with the student in a supportive way.

3. Specialised Support for a small minority of students:

Students who show particularly challenging behaviour need a systematic response involving the adults in their lives, in school and at home.

Management and staff continue to build good links with local support services that may be able to assist in responding to the needs of a student with behavioural difficulties, including National Educational Psychological Services, HSE Psychology Services.

Teachers who have management responsibilities may provide support to Class Teachers in addressing behaviour issues with an individual or class group.

Pastoral Care Support Structure

Subject Teacher:

The Subject Teacher is the front-line source of help for students, who will deal with routine incidents of misbehaviour through classroom management strategies, thus minimising the need for other interventions.

The Subject Teacher implements the Code on a daily basis in a fair, efficient and consistent way.

Courtesy and co-operation are expected at all times.

A good classroom climate prevails where there is open and honest communication and where rights and responsibilities are respected.

As part of the whole school plan, Subject Teachers need access, where possible, to support from another member of staff, whom they can ask for advice, or to whom they can refer a student for advice and support.

Class Teacher:

The Class Teacher has responsibility for the Pastoral Care of each member of the class. Students are motivated in all aspects of their work and encouraged to build a sense of class pride. They are disciplined and advised where necessary. The Class Teacher pays particular attention to effective use of school journal, punctuality, attendance, uniform, pupil files, reports and assessments. The Class Teacher should also be aware of health issues or special educational needs of the student. Effort and excellence are rewarded in a variety of ways.

Year Head:

The Year Head pays careful attention to every aspect of the Year Group, which contributes to the learning environment of the school.

S/he supports the Class Teacher in the execution of their pastoral responsibilities.

Matters of concern are discussed, and action is taken in consultation with others.

S/he ensures that all college procedures and systems operate effectively in the Year Group.

Achievements are acknowledged and rewarded.

Regular monitoring of student behaviour is discussed at weekly meetings with management, where time is devoted to analysing trends and patterns of behaviour.

College Chaplain and College Counsellors:

The Chaplain and College Counsellors provide an important pastoral service to the whole school in their support given to troubled members of the college community in times of need. They offer advice, pastoral counselling and spiritual direction to many on a daily basis.

Deputy Principal:

The Deputy Principal has a responsibility for managing the Pastoral Care System in the college and contributes generally to the educational and personal development of students. The Deputy Principal encourages and fosters learning in students and supports teachers in their various roles. She forms a direct line of communication between all groups in the school and the Principal.

Principal:

The Principal has overall responsibility for the Pastoral and Disciplinary System in the college. He emphasises the on-going development of a positive, affirming atmosphere in the college, in line with the college ethos and vision. He manages the implementation of all policies that support and affirm the endeavour and success of all students. A culture of continuous improvement is established, and co-operation between school and the community it serves, is promoted.

Board of Management:

The Board of Management functions as a sub-committee of the VEC. It meets once per term and is legally responsible for the management of the school on behalf of the VEC and for the benefit of students and their parents. The Board is accountable for upholding the spirit of the school as determined by the cultural, moral, religious, social, linguistic and spiritual values which are characteristic of the school.

The Consequences of unacceptable behaviour

The purpose of a sanction is to bring about a change in behaviour by helping students to recognise the effect of their actions and behaviour on others and helping them to take responsibility for their behaviour. A sanction also signals to others that their wellbeing is being protected.

Sanctions may also be needed to prevent disruption of teaching and learning and to keep everybody safe.

Strategies used to show disapproval of unacceptable behaviour:

- Verbal reprimand
- Change of location within the class
- Phone call and/or note to parent/guardian in the Student Journal
- Extra work assignments proportionate to the level of indiscipline
- Withdrawal of privilege
- Carrying out a useful task in the school

- Detention, supervised by Subject Teacher (24 Hrs Notice given)
- Referred for Detention with Deputy Principal on Friday 14.30 – 15.30.
- Disciplinary or Academic Review
- Pupil is placed on Report 1 or 2 and parent/guardian is notified.
- Daily Report Card issued
- Notice of Concern sent to parent / guardian
- Request for Parent Teacher Conference
- Referral to Class Teacher / Year Head
- Withdrawal from particular class to a supervised location
- Referral to Deputy Principal / Principal.
- Suspension and Expulsion

Notification of a child's absence from school

- Pupils are expected to attend the College on all official school days.
- The college day officially commences at 09.00 a.m. and ends at 3.35 p.m on Monday to Thursday. Friday 9.00a.m. until 2.30p.m.
- If a pupil is absent from the College, a signed note from their Parent/ Guardian must be placed in the Attendance Record section of the Student Journal and presented to the Class Teacher on return to school.
- If a Class Teacher is in any doubt about the authenticity of the note, parents / guardians should be contacted by telephone for verification.
- In the case where a note explaining absence is not received, Class Teacher should send relevant reminder to parents / guardians.
- In the case where there is a pattern of absences from the college, Class Teacher must report this to the Attendance Officer who in turn will send relevant letter to parents / guardians.
- If a student is absent for more than 2 days, parents/ guardians are asked to notify the school by telephone.
- Class Teachers / Year Heads and Attendance Officer will try to identify causes of absenteeism and develop measures (in consultation with others) for its prevention.
- We should help our students to be proud of a good attendance record. Regular / unbroken attendance records should be recognised by issuing Certificate of Attendance.

Policies and Procedures for Suspension and Expulsion

1. Students and parents are advised about, and are aware of the policy for Suspension and Expulsion.
2. Fair procedures are used and all staff members are aware of these procedures.
3. There are no undue delays in an investigation and in making decisions about the imposition of Suspension and Expulsion.

4. Care is taken to ensure that all matters to do with an investigation of alleged misbehaviour are dealt with in confidence.
5. The principles of ensuring the right to be heard and the right to impartiality apply in all cases.
6. If a student aged 18 years or more request the school to restrict or limit communication with his/her parents, or to limit parental involvement in matters relating to their education, the management of the school will inform the parent of the student about the change in practice and the reasons.
7. Where allegations of criminal behaviour are made about a student, these will usually be referred to the Gardai, who have responsibility for investigating criminal matters.
8. A member of staff will provide support to the student during the re-integration process.
9. When the sanction of suspension is completed, a student is given the opportunity and support for a fresh start.
10. Formal records of investigation and decision making are kept.
11. The Principal reports all suspensions in excess of five days to the Board of Management with the reasons for and duration of each suspension.

Suspension

Defined as “requiring the student to absent him/herself from the school for a specified, limited period of school days”.

Authority to suspend:

The Articles of Management of the college give authority to the Principal to suspend a student from the school.

Grounds for Suspension:

- The student’s behaviour has had a detrimental effect on the education of other students.
- The student’s continued presence in the school at the time constitutes a threat to the safety of students, staff of the school or other person.
- The student is responsible for serious damage to property.
- Other interventions may have been tried but have not worked.
- The student has been involved in a single incident of serious misconduct.
- The student poses a threat to good order and to the right of other students to do their state examinations in a calm atmosphere.
- As part of the school’s policy on sanctions and following a consultation process, particular named behaviours may incur automatic suspension: smoking on school grounds; the use of foul abusive language; physical assault on another person, disrespect for school rules and authority.

Procedures in respect of suspension:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the following procedures are observed:

1. The student and their parents are informed by phone and/or in writing about the complaint and that it could result in suspension.
2. Parents and student are given an opportunity to respond before a decision is made and before any sanction is imposed.
3. A meeting with the student and parent provides an opportunity to ask questions about the evidence of misbehaviour.
4. If a student and their parents fail to attend a meeting, the school will write a letter 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 negative behaviour.
5. In the case of an immediate suspension, parents will be notified of the details of the preliminary investigation, and arrangements will be made with them for the student to be collected. The formal investigation will follow immediately and all procedures for suspension will apply. A student will not be sent home from school without first notifying parents.

The Period of suspension:

A student will not be suspended for more than 3 days, except in exceptional circumstances where the Principal considers that a period of suspension longer than 3 days is needed in order to achieve a particular objective. The Education Welfare Officer will be informed if the duration suspension exceeds six days.

Appeals:

- The Board of Management offers an opportunity to appeal a Principal's decision to suspend a student.
- Where the total number of days for which the student has been suspended in the current school year reaches 20 days, the parents or a student aged 18 years or over, may appeal the suspension under Section 29 of the Education Act 1998. At the time when parents are being formally notified of such a suspension, they and the student will be told about their right to appeal in the first instance to the VEC. Where an appeal to the VEC is concluded, parents, or a student aged 18 years or over, may appeal to the Secretary General of the Department of Education and Science.

Written Notification:

- The school will notify the parents in writing of the decision to suspend. The letter will confirm the period of suspension, the reason for the suspension, any study programme to be followed,

Expulsion

Authority to expel:

The Articles of Management of the college give authority to the Principal to expel a student from the school.

Grounds for expulsion:

The school will have taken significant steps to address the misbehaviour and to avoid expulsion including as appropriate:

- Meeting with parents and the student to try to find ways of helping the student to change their behaviour.
- Making sure that the student understands the possible consequences of their behaviour, if it should persist. (First Formal warning, Second Formal Warning and Final Warning.)
- Ensuring that all other possible options have been tried.
- Seeking the assistance of support agencies (e.g. NEPS, HSE, Child and Adolescent Mental Health Services).

Proposal to expel a student requires serious grounds such as that:

- 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.
- The student is responsible for serious damage to property.

The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code 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.

Procedures in respect of expulsion:

1. The student and the parent are informed in writing about the details of the alleged misbehaviour, how it will be investigated, and that it could result in expulsion.
2. Parents and the student are given an opportunity at a meeting to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed. This may be an opportunity for parents to make a case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour.
3. If a student and the parents fail to attend the meeting, the Principal will 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.
4. At the meeting, parents and the student are informed that the Principal is considering expulsion.
5. Parents will be provided with records of the allegations against the student; the investigation; and written notice of the grounds on which the Principal is considering expulsion.
6. Parents are advised that they can make a written and oral submission.
7. Where the Principal, having considered all the facts of the case, is of the opinion that the student should be expelled, the Principal will notify the Educational Welfare Officer in writing of his/her opinion and the reasons for this opinion.
8. The student cannot be expelled before the passing of twenty school days from the date on which the EWO receives this written notification.
9. The Principal will inform the parents in writing about his/her conclusions and the next steps in the process. Where expulsion is proposed, the parents will be told that the Principal will now inform the Educational Welfare Officer and the CEO of Co Cork VEC.
10. Within twenty days of receipt of notification from the Principal of his/her opinion that a student should be expelled, the EWO will make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and convene a meeting of those parties who agree to attend. The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. The Principal may consider it appropriate to suspend a student during this time, where there is the likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat of safety of other students or staff.
11. Where the twenty day period following notification to the EWO has elapsed, and the Principal remains of the view that the student should be expelled, parents will be notified that the expulsion will now proceed.
12. Parents and the student will be told about the right to appeal. The appeal may be made in the first instance to the Board of Management of the college. Where an appeal to the Board of Management has concluded, a parent or student aged 18 years may appeal a decision to

expel to the VEC and may then go on to appeal to the Secretary General of the Department of Education and Science.

13. The Board of Management meeting for the purpose of a hearing will be properly conducted in accordance with Board Procedures:

- The Principal and the parents, or a student aged 18 years or over, put the case to the Board in each other's presences.
- Each party will be allowed to question the evidence of the other party directly.
- After both sides have been heard, the Board will ensure that the Principal and the parents and student are not present for the Board's deliberations.
- The Board will inform the parents and the Principal in writing about its conclusions and the next steps in the process.

The policy was updated and ratified by the Board of Management of Glanmire Community College on May 2014