



Stratford College

Co-educational Secondary School

Code of Positive Behaviour

September 2021

Preamble

Stratford College's *Code of Positive Behaviour* is here to help teachers, students and parents to work together for a happy, effective and safe school. At Stratford College we recognise that a positive school ethos is based on the quality of the relationships between staff and the ways in which pupils, staff and parents/guardians treat each other. This positive ethos permeates all the activities of the school and helps in forming a strong sense of social cohesion within the school.

This code places greater emphasis on affirming positive behaviour rather than sanctions. The key values and skills of Restorative Practise is at the root of all of our interactions with our students. We aim to restore the learner back to their studies without being hindered by any behavioural, social, emotional or academic blocks.

In order to stop negative behaviour, we need to arm our students with the skills to stop and to try to address the emotional needs behind the negative behaviours.

Being part of a group demands such qualities as self-discipline, mutual courtesy and respect by each member of this school community: staff, parents and students. A close observation of the code, which is based on best practice, aims to provide the most conducive and safe learning environment for every student, something to which each is entitled. Appeals to bend the code by individual students or parents are unhelpful to the smooth running of the school.

Once accepted there is an obligation on all to support the *Code* and its spirit wholeheartedly. Moreover, any action or behaviour that brings the College into disrepute will result in immediate suspension and/or exclusion. Please read this document carefully and discuss it with your son/daughter before agreeing to its standards. Parents and students are reminded that students should always represent Stratford College with pride whether in or outside the school and not bring the school into disrepute.

All members of our school community are reminded about the importance of respecting individual right to privacy. It is not permitted to record and/or circulate any private information without

consent. Any attempt to libel or slander an individual member of the school community will be dealt with by this code.

From time to time, and **only by authorisation of the Principal**, photographs and/or film may be taken of your son/daughter which may be used for official school publications i.e. school prospectus, newsletter, website or school activities.

Please note that surveillance cameras (CCTV) are used as part of securing the school property and individual belongings. However, the school does not accept responsibility for loss or damage to personal property.

Role of Parents/Guardians

1. Parents/Guardians are expected to support their children by taking an active interest in their progress and to support the *Code of Positive Behaviour* of Stratford College. They should encourage good learning behaviour and help to foster positive relationships between teachers, parents and students in order to keep problem behaviour to a minimum.
2. Parents should check VShare on a daily basis to keep informed about their child's general behaviour in school. Any emerging issues will be evident there.
3. To share information with the relevant school personnel in order to assist the school in understanding a student's behaviour and to plan interventions where necessary.
4. If there is any topic/issue that Parents/Guardians wish to discuss they are advised to make contact with the relevant Class Tutor. Similarly, Class Tutors, in co-operation with the Dean of Discipline, may request meetings with Parent/Guardian to discuss a student's progress. The structure of the school day and the demands of the timetable do not permit impromptu meetings between teachers and parents.

Role of Staff

1. To have positive everyday interactions with their students.
2. To focus primarily on the provision of excellent teaching and learning, but to realise that they also have a pivotal role to play in the promotion and recognition of positive behaviour.
3. To affirm good learning behaviour and to help students to recognise this by verbally acknowledging it or giving a positive comment on Vshare.
4. If a student breaches the terms of *The Code of Positive Behaviour*, the matter will be dealt with, initially by the class teacher. For details on how this will be dealt with please see our *Pyramid of Intervention p 13*.

5. The Class Tutor is responsible for monitoring the overall conduct and dress code of students and the collation of merits and demerits.
6. In some cases, a Discipline Committee may be convened by the Principal. This will consist of the Dean of Discipline and appropriate staff members and will investigate serious breaches of discipline as determined by the Principal.
7. Parents will be notified by relevant staff of detention and, in the case of suspension, will be met with by the Dean of Discipline.
8. All staff should acknowledge positive behaviour by students through verbal praise, positive notes in their journals etc.

Role of Students

Students are more likely to behave well when:

- ✓ They are given positive feedback about their behaviour
- ✓ They can see that the code works in a fair way to the benefit of all
- ✓ They are given the skills to manage their own behaviour
- ✓ They understand that rewards acknowledge behaviour that is valued and wanted

Expectations of students:

BE Respectful

- Students will treat themselves, school staff, fellow students and visitors to the school with respect and have consideration for the rights and feelings of others.
- Students will co-operate and follow the instruction of all staff members. Students will co-operate with one another. They will listen to each other and their teachers and not disrupt any classes.
- Students will move quietly around the school and in an orderly manner.

Be Responsible

- Students are responsible for their own behaviour, they are encouraged to look out for each other and to seek help/advice/support for themselves or others when in difficulty. This fosters a safe and caring environment for everyone and fosters a sense of personal responsibility.

To set academic and personal Goals

- Students will set targets and goals using the formative feedback on Schoolwise. Their teachers will provide them with the opportunity for ongoing self-evaluation and reflection. This is expected in our school because target setting keeps students focused and motivated to reach their full potential.
- Students will endeavour to participate in as many extra-curricular activities as possible. These activities help our students' self esteem to grow and looks after their mental, emotional, social and physical Wellbeing.
- Students will be encouraged to become part of the schools growing leadership team.
- Students will be invited to develop and implement community based projects e.g. School charity events, GAISCE, musicals etc.
- All students are expected to respect the ethos of Stratford College. The highest possible standard of conduct inside and outside the school is expected.
- Students must adhere to all the school rules as set out in our policies and chiefly in the areas specified below regarding: being respectful both in person and online, school property, health and safety, school work and homework, attendance and uniform.
- Failure to co-operate with staff may result in referral to the school's Discipline Committee and/or suspension. Parents will be notified of any such action.
- The Board of Management of Stratford College reserves the right to exclude a student from the school if s/he consistently fails to co-operate with the school's *Code of Positive Behaviour* and its spirit.
- Close boy/girl relationships in school may inhibit school learning for them and for their classmates.
- When students are being accepted or chosen for a school tour, previous behaviour may be taken into consideration.
- When moving inside the school building students should always walk and keep to the left of the corridors.

Students with Special Educational Needs

Sanctions may be needed in order to help a student with SEN to learn about appropriate behaviour and skills, as is the case with any student. Teachers will ensure that they help the SEN student to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable. This will form an integral part of their Student Support Plan (SSP).

To avoid conflict and to better understand their students, teachers must inform themselves of any Specific Educational Needs (SEN) of their students in their classes and observe the recommendations of the SEN department in this respect (see Stratford College Whole School Inclusion Policy).

Parents of SEN students may be requested to work with the school in devising effective strategies to help the pupil to improve his/her behaviour.

Role of Board of Management

- The Board of Management is the decision making body of the school. All policies are developed with the authority of the Board and must be approved by it before becoming official school policy. While it is not involved in the day to day running of the school, it is the body to which parents and students over the age of 18 years can appeal in cases of suspension and exclusion
- The Board of Management has an important role to play in the maintenance of acceptable standards of behaviour in school. It should be supportive of the teacher in the application of a fair code of behaviour and to help students understand the consequences of their behaviour and to take responsibility for changing that behaviour.

Merit – rewards and recognition

Stratford College promotes and acknowledges academic progress, good behaviour, leadership and a positive contribution to school life. Our students really thrive on these affirming comments, it helps them to ensure their behaviours are positive and thus ultimately, off-setting their negative behaviours.

The school achieves this through the following systems:

1. **Positive everyday interactions** between students and staff.
2. To affirm good learning behaviour and to help students to recognise this by verbally acknowledging it and/or giving a **positive comment on Vsware**.
3. **In class prizes** for best presentation, most improved student, best essay etc. Rewarded with a book or literary badge etc.
4. **Student of the Month** – awarded with a certificate by their form tutor
5. **Student of the Term** – awarded with a certificate at assembly
6. **Class of the Term** – awarded at assembly.
7. **Experiential educational Rewards** - This could be a Mini Sports Day, an inhouse Arts afternoon e.g. Drop everything and Mould! , a classical walking tour, a Painting with Words afternoon in the local park, a trip to an educational film e.g. at the IFI, a trip to the Science Gallery, a visit from the Reptile Farm etc. Most importantly the class get to choose their educational award with their tutor.
8. **Student of the Year** – recognised at our annual award ceremony in September.
9. **Class of the Year** - recognised at our annual award ceremony in September.
10. **The Mentor System** is used as a model and reward for good behaviour.
11. **The School Award Ceremony** is a highly motivating experience.
12. **The School Sports Awards Ceremony** are held annually to commend students on their sporting achievements.
13. **Regular student led assemblies, musicals, plays and art exhibitions** are run by teachers who support the arts in the school and encourage peer support and acclaim for excellence.

14. Display of student work on walls and on subject blogs, Twitter

15. Leadership roles for students are provided from first year to sixth year, class representative on student council, prefects and peer mentorship.

The purpose of the merit system is to recognise and reward all those pupils who seldom get into trouble and who make our job as teachers pleasant.

Demerits

A student will incur a demerit when s/he behaves in a manner that is counterproductive to his/her own education and/or to the learning environment of other students. Teachers must be allowed to teach and students to learn.

Stratford College uses Vsware to track your child's behaviour. Each student commences the year with 0 points. We expect all parents to regularly check Vsware to see how their child is progressing. It is a useful tool to view their day to day behaviour, positive and negative. You are expected to sign your child's diary every two weeks after checking on Vsware for their behaviour and lates.

Merits on Vsware:		Demerits on Vsware:	
Improved behaviour	1	No book	1
Offered Assistance	1	No homework	1
Improved Application	1	Disrespectful in class	2
Great effort at extra-curricular	1	Belongings left in hall	1
Clean sheet at end of week	1	Not working in class	2
Great effort put into key assignment	1	Late for class	2
Positive Example	1	Late for school	3
Work Improved	1	No journal	3
Improved attendance	2	Disruptive behaviour	3
Excellent work ethic	2	Key assignment not submitted	3

Inspiring leadership	2	Uniform violation	3
Impressive team work	2	Truant from class	9
Exceptional extra- curricular action	3	Serious breach of school rules = instant detention	9
Outstanding key assignment	3	Phone confiscated	3
Excellent interpersonal skills	3	Chewing gum	1
Volunteered for school event	3	Copying another student's homework	3
Quality comment/question	2	Damaging school property	3
No lates every half term	2	Incomplete homework	1
Clean sheet at end of month	4	Talking out of turn in class.	1
Impressive Presentation	2		

Property

1. Stratford College encourages a policy of environmental friendliness. As such students must not litter in classrooms or in the school grounds. Students are expected to comply with all requests from teachers in relation to keeping their surroundings clean and tidy.

2. *After considerable consultation with staff, parents and the Board of Management in the Spring of 2019, Stratford College has decided that*
 - a. Phones, devices smaller than an iPad mini and tablets with 3G, 4G or any future 'G' capabilities are not allowed into the classroom, nor can they be used during break-times, in the Library or supervised study. This list may change due to technological changes.**
 - b. Phones must be kept in their lockers throughout the school day. There will be a **No Visibility/No Carriage Rule in operation**. This means that it is not acceptable for students to have their phones on their person while in the school hall, in the corridors, the classroom or in evening study. If they are caught with their phones on their possession, they will have it confiscated. (please see our Code of Positive Behaviour).**
 - c. Digital device* usage in the classroom is teacher-led. Teachers will tell the students when to bring in their digital devices. They may not be needed for all classes or for every day.**

d. Mobile Phones

First Offence: it will be confiscated until the following day. It will be left at the office and it can be collected at end of the next day.

Second Offence: It will be left in the office for three days and a parent must collect it.

Third Offence: A week long confiscation will ensue, and a parent must collect it on the completion of the week. Parents/guardians are advised that all urgent communication for students should be directed through the school secretary.

Pupils sending nuisance text messages, or the unauthorized taking of images with a mobile phone/device camera, still or moving is in direct breach of the school's acceptable use policy, the school's Anti-Bullying Policy and the school's Code of Positive Behaviour.

It should be noted that it is a criminal offence to use a mobile phone/digital device to menace, harass, or offend another person. As such, the school may consider it appropriate to involve the Gardai in such incidents.

3. Students should be discouraged from bringing large amounts of cash into the school and are advised that they bring all personal items of property into school at their own risk. Other items should be left in the student's locker and it is mandatory to purchase a lock for their lockers.
4. The College accepts no responsibility for loss or damage to a pupil's property. Schoolbooks and copies, uniform and sports gear should be clearly labelled.
5. Students must respect school property and must make restitution for the damage or defacing of either school property or the property of another student.
6. Chewing gum is forbidden in all areas of the school.
7. It is strictly forbidden for a student to take photos in school without a teacher's knowledge. This applies to when the teacher is on school property, while in school uniform and on occasions when the student can be connected to the school.

Health & Safety

1. Pupils should take the utmost care when on the school premises and have regard to their own safety and the safety of others. Pupils should show respect and courtesy to each other and to the members of staff at all times.
2. In keeping with our anti-bullying policy, all forms of bullying are totally unacceptable. They should be reported immediately to the relevant Form Teacher, staff member or Senior Prefect *cf. Anti-Bullying Policy*.

3. Online privacy, Cyber Bullying and Code of Positive behaviour

Circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of school discipline and may result in disciplinary action. As part of such disciplinary action the Board of Management reserves **the right to suspend or expel** a student or students where it considers the actions to warrant such sanctions.'

An incident of Cyber Bullying warrants an immediate one-day suspension.

It should be noted that it is a criminal offence to use a mobile phone/digital device to menace, harass, or offend another person. As such, the school may consider it appropriate to involve the Gardai in such incidents.

4. The drinking of alcohol, the smoking of tobacco and the possession of or involvement in illegal drugs is totally forbidden and may result in suspension and possible expulsion from the college *cf. Substance Abuse Policy*.
5. Students, when moving around the school, should walk and not run. All cyclists should dismount at the school gates. From thereon they should push their bicycles or motorcycles to the bicycle racks.
6. All students should observe the Acceptable User Policy which is available on our school website or from the Principal following written request.

School work & Homework: A Restorative Process

Recognising that homework has a valuable impact on student learning outcomes, Stratford College holds strong expectations that learners will do the homework that is set.

Teachers:

- ✓ Should ensure that homework is manageable, and accessible for all.
- ✓ The marking criteria should have specific tasks for each learner e.g. must for all to complete, should for some, could for a few.
- ✓ It should stretch, challenge and enrich students' learning.
- ✓ If homework is not completed students will be offered the following supports:
 - Extension
 - Simplify
 - Help
- ✓ Will take a restorative approach to encourage students to identify obstacles and barriers to homework completion.
- ✓ Will put their homework up on Schoolwise before 4. 30 pm daily.
- ✓ If a student is having difficulties raise the concern with their year head.
- ✓ The teacher will have a restorative discussion with the student, guided by his CAT results, and set specific targets for each subject.
- ✓ Students will have a clean slate at the start of each half term.

Students:

- ✓ Should ask for clarity about homework they do not understand at the end of class.
 - ✓ Must check Schoolwise after 4.30 pm for their homework.
 - ✓ Should ask for help, simplification and/or an extension.
 - ✓ Parents/guardians will be informed via Vsware if the student does not have his homework completed.
1. Each pupil is expected to complete all homework to the best of his/her ability and on time.
 2. Copybooks should be kept in good condition and written exercises should be completed neatly.
 3. When in class pupils should work to the best of their ability, listening carefully and attentively and participate actively by asking questions etc.
 4. You should notify the school regarding any absences from class on Vsware. Pupils should make every effort to catch up on material missed as a result of these absences. It is the student's responsibility to approach the teacher for help in this area.

A copy of our school policy on Assessment for Learning is available from the Principal following a written request.

Attendance & Punctuality

1. Students are required to attend school regularly. It is the duty of parents to ensure regular attendance. If a pupil is absent, parents are asked to submit a note of explanation on returning to school. Requests for all absences from school must be sent in via the Vsware attendance feature.
2. Students, apart from 6th Years and Prefects are not allowed to leave school during school hours without the permission of the Principal / Class Tutor.
3. Punctuality is essential at all times. Students who arrive late to school are required to report to the school office immediately, the school secretary will mark as late on Vsware and note the time of your arrival. Students should proceed directly from one classroom to another at class changeover time and should not normally go to their lockers between or during classes. Students should organise necessary books and equipment first thing in the morning, at break and at lunchtime for subsequent classes. Students who are persistently late for class may not be admitted to class.
4. On Fridays school finishes at 1.10pm. Break times are at 11.05- 11.15am and 1.10– 1.45pm. Jewish students are obliged to attend prayers each morning at 8.40 am and to attend Hebrew and/or Jewish Studies. Classes begin at 8.55 am and finish at 3.45 pm.
5. One late warrants three negative points. 3 lates results in a morning detention.

A copy of our school policy on Attendance is available from the Principal following a written request.

Uniform

Domestic circumstances, except in exceptional circumstances, do not preclude a student from observing the dress code of Stratford College.

1. All students, with the exception of 6th Years, must wear complete school uniform at school, while travelling to and from school, at school functions and at games. Sports uniform should be worn to school on relevant sports days. A complete uniform list is

available from the school office. 6th Years should observe an appropriate dress code, which will be determined at the discretion of the staff.

2. If for any reason a student is not wearing complete school uniform, a letter from the parent stating the reason should be handed to the Class Tutor. Students not wearing the full uniform may be sent home and may return when dressed correctly. One breach of uniform code warrants three negative points.
3. Hairstyles should be simple traditional styles, which are at the discretion of the staff. Senior boys should be clean-shaven. Jewellery and make-up must be discreet. Earrings may be worn and should also be discreet. Skirts should be worn below the knee. Piercings are not permitted in other parts of the body. Clear, plastic retainers may be used.

Dietary Restrictions

Students should not bring ham/pork products or shell fish into the school.

Disciplinary Procedures

1. The subject teacher, Class Tutor, Dean of Discipline and/or the Principal in that order, may deal with a breach of The Code of Behaviour.
2. The Principal and/or a Discipline Committee convened by the Principal, consisting of the Dean of Discipline and appropriate staff members, will investigate a serious breach of *The Code of Behaviour and Discipline*.
3. Detention will be awarded on receipt of 9 points.
4. Detention is held at regular intervals for a maximum duration of two hours. Written notice of detention will be posted, telephoned or texted to students and parents; the timing is at the discretion of the school staff and may not be altered. A student who fails to attend detention, exceptional circumstances excluded, will be automatically suspended for one day. In the event of the date of detention, awarded for minor mishaps clashing with a school organised event, the date will be rearranged.
5. Two detentions due to misbehaviour followed by a third incidence warranting detention will result in an in-house suspension i.e. exclusion from class for one day. Two further detentions due to misbehaviour, followed by a third incidence of

misbehaviour warranting detention will result in a one-day suspension from school. Detentions are held outside normal school hours and are for one hour for less serious breaches and two hours for more serious ones.

Sanctions

The objective of a sanction is to help the student to learn.

The purpose of a sanction is to bring about a change in behaviour by:

- ✓ Helping students to learn that their behaviour is unacceptable
- ✓ Helping students to recognise the effect of their actions and behaviour on others
- ✓ Helping students to understand that they have choices about their own behaviour and that all choices have consequences
- ✓ Helping students to take responsibility for their own behaviour

Sanctions are as follows:

1. Verbal correction
2. Notes on VShare
3. Referral to Class Tutor
4. Referral to Year Head (deals with more serious offences or an accumulation of minor offences)
5. Referral to Dean of Discipline
6. Telephone contact with parents
7. Formal meeting with parents
8. Detention
9. In-house suspension
10. Suspension
11. Expulsion

Stratford College Pyramid of Intervention

As part of the whole school approach, there is an agreed ladder of intervention which the Principal and teachers use in response to inappropriate behaviour. The three levels at which intervention may take place are outlined below. The basic principle is that the more serious the incident, the higher up the ladder it is dealt with varying degrees of response.

What is the Pyramid of Interventions?

The Pyramid of Interventions is a step-by-step process that uses both prevention and intervention techniques to raise the academic achievement of all students of ensuring a positive learning environment for all students every day.

The Pyramid of Interventions helps reduce referrals to the Alternative to Suspension and Alternative to Expulsion programs. In addition, it eliminates the need for remedial programs that separate

students from their classmates. The Pyramid of Interventions uses a series of strategies and techniques to help all students stay on the right track both academically and behaviorally.

The Pyramid of Interventions helps parents and teachers learn the following:

- What is the problem facing a student or a group of students?
- Why is the problem happening?
- What is the solution?
- What is the plan to reach the solution?
- How will we know when the solution has been reached?

Levels of Intervention

The Pyramid of Interventions supports all students.

It also provides additional help for students who need more support. There are three levels of intervention, as shown in the chart below:

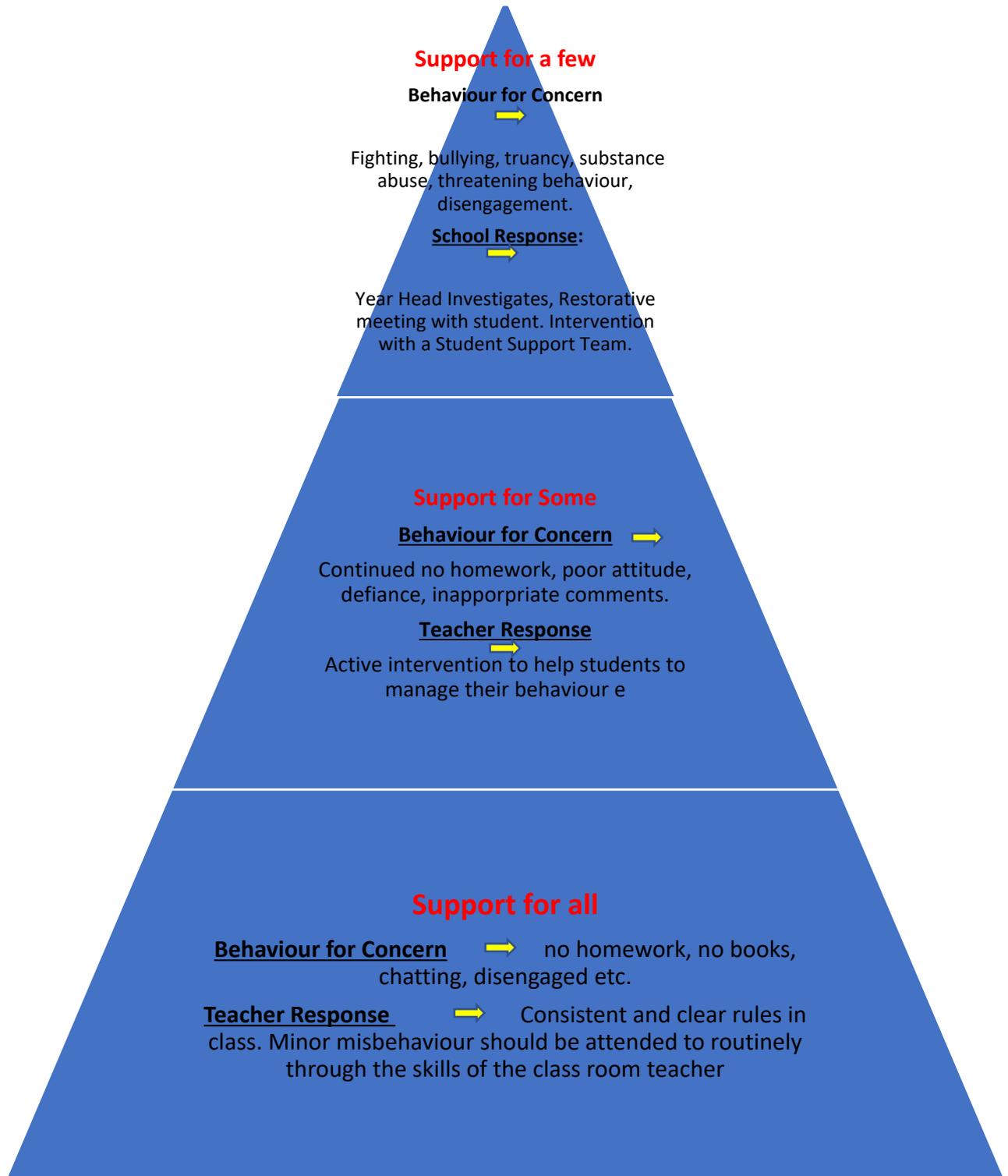
Tier 1 – Supports all students in a school 80 – 90%

Tier 2 – Provides additional support for smaller groups of students who need more targeted help 5 – 10%

Tier 3 – Provides intensive support for individual students not successful with Tier 1 and Tier 2 interventions

What are the benefits of the Pyramid of Interventions?

- Learning and behavioural difficulties are prevented.
- An overall increase in student achievement.
- Support is available for all students, from the most gifted to those with significant academic or behavioural challenges.
- Fewer students are referred to Alternative to Suspension and Alternative to Expulsion programs.
- Reductions in the achievement gap.



What kinds of solutions can the Pyramid of Interventions provide?

Tier 1 – For all students

Academic and Social Behaviour for Concern	Teacher Response	Positive Affirmations when improving	What parents can do to support Tier 1 interventions
<ul style="list-style-type: none"> • Poor grades on assignments. • Doesn't finish work in class. • Complains that homework is too hard. • No homework assignments. • Says schoolwork is too easy. • Talking in class • Bored doesn't want to go to school • Disruptive 	<ul style="list-style-type: none"> • Consistent and clear rules in class. • Minor misbehaviour should be attended to routinely through the skills of the class room teacher e.g. <ul style="list-style-type: none"> • Differentiation • Repositioning of teacher • Tapping on desk • Rule reminder • Timing of tasks • Meeting after class • Note of concern in journal • Check CAT scores for gifted or struggling learner, provide a task sheet to differentiate better 	<ul style="list-style-type: none"> • Verbal praise • Positive note on Vsware • Give leadership role in class • Positive phone call home • Begin a fresh start 	<ul style="list-style-type: none"> • Follow up on the feedback provided in the school reports. • Use Schoolwise to check for daily homework log • Log into VSware daily to check for a behaviour log. • Set a timeline for things to get better with your child. • Get to know the parents of your child's classmates. • Ask about a specialist (academic or behavioural) who may be available to help your child.

Tier 2 – For Some: a targeted groups of students (5 – 10%)

Academic and Social Behaviour for Concern	Teacher Response	Positive Affirmations when improving	What parents can do to support Tier 1 interventions
<ul style="list-style-type: none"> • Continued no homework, poor attitude, defiance, poor attendance • Inappropriate comments. • It takes too long to do homework and needs a lot of extra • help from home. • Getting a STEN score of 3 or less • Does not know how to socialise with classmates 	<ul style="list-style-type: none"> • Active intervention to help students to manage their behaviour • Referral to another teacher who can work with the pupil • Meeting with tutor and student • A school community task e.g. clean up • Involve the SET/pastoral care team • Set targets for behaviour, behaviour contracts. • Students practice grade-level skills in small groups, 30 minutes per day, 2 to 3 times per week. • Teachers give smaller amounts of homework targeting more specific skills – using restorative homework approach • After-school Student Mentoring Programmes e.g. , Academic mentor, Student Care Team. 	<ul style="list-style-type: none"> • Rewards and incentives are provided for good behaviour • Home and school disciplinary techniques are coordinated so that students know what to expect. • Positive Vsware comment • Phone call home • Clean slate on Vsware to support a fresh start 	<ul style="list-style-type: none"> • Follow up on the feedback provided in the school reports. Use Schoolwise to check for daily homework log <ul style="list-style-type: none"> • Log into VSware daily to check for a behaviour log. • Set a timeline for things to get better with your child. • Get to know the parents of your child’s classmates. • Ask about a specialist (academic or behavioural) who may be available to help your child.

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|--|---|--|--|
| | <ul style="list-style-type: none">• Counselling sessions are used to help manage behaviour• Teacher reteach behavioural expectations in small groups | | |
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Tier 3 – Intensive Support for Individual Students (1 – 5%)

Intervention via a Student Support Team will generally be required now to help develop a plan to address your child’s concerns. This team will follow a problem-solving process to better understand your child’s needs and develop appropriate solutions. It will generally consist of your child’s year head, the SENCO, the school counsellor and perhaps an outside specialist, a parent and perhaps another volunteering teacher.

Academic and Social Behaviour for Concern	Teacher Response	Positive Affirmations when improving	What parents can do to support Tier 3 interventions
<ul style="list-style-type: none"> • Fighting • Bullying • Truancy • Substance abuse • Threatening behaviour • Disengagement. • Child doesn’t seem to understand what the teacher expects. • Student is only being noticed for weaknesses rather than strengths. • These students may have great difficulty in learning new behaviour. 	<ul style="list-style-type: none"> • Year Head Investigates • Restorative meeting with student • Mediation between students • A student Support Team will generally now meet to • Student Behaviour Contract • An Attendance Plan. • Home contact: phone calls and meetings with parents. <ul style="list-style-type: none"> • A local support service may be required to assist in meeting the needs of a pupil with behavioural difficulties. • Get parental permission to engage in more intensive supports. • An Intervention SEN Team meets to appropriately address needs. • Monitor progress daily to determine if interventions are working. • Set three week timeline to assess intervention 	<ul style="list-style-type: none"> • Rewards and incentives are provided for good behaviour • Home and school disciplinary techniques are coordinated so that students know what to expect. • Positive Vsware comment • Phone call home Clean slate on Vsware to support a fresh start 	<ul style="list-style-type: none"> • Request an Intervention Assistance Team meeting with the school’s principal. • If you and/or your child are learning to speak English as a second language, request an interpreter. • Bring along people that you trust to the meetings. • Attend all team meetings. • Take good notes and keep all paperwork. • Stay involved and engaged at all times. • Ask questions. • Follow up with any evaluations or appointments that Intervention Assistance Team members ask you to make. • Continue working with the team until you are satisfied with the plan developed to help your child.

Procedures for Suspension/Expulsion

Serious disciplinary issues will be referred to the Principal/Board of Management with a recommendation for suspension and/or exclusion.

General

1. Suspension will usually only occur after the Principal has ensured all discipline options under the Code of Behaviour have been applied and documented.
 - Ensured all appropriate support personnel (internal and external) have been involved as relevant.
 - Ensured that discussion has occurred with the student and parent / guardian regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension.
 - Ensured that diagnostic assessments have been carried out where appropriate (i.e. NEPS), particularly where unacceptable behaviour is ongoing & consistent.
 - (except in cases of very serious misconduct) provided a formal written warning detailing these behaviours, as well as clear expectations of what is required of the student in the future.
 - Recorded all action taken, and
 - Copied all correspondence
2. Principal may suspend immediately in some circumstances e.g. violence, threats of violence, illegal drugs etc. for a maximum of 6 days.
3. If a student is suspended for a period of 6 days or more, the Principal must inform the local Educational Welfare Officer.
4. If a student is suspended for a cumulative total of 20 days or more in one school year, the Principal must inform the Education Welfare Officer.

Appeals

A formal appeal system may be initiated for suspensions of 3 days or more. A request for such an appeal should be made in writing and will be considered, in the first place by the Board of Management and Principal. Any such appeal will consider procedural fairness and the right of a student to an impartial judgement (cf. Appendix 1). Appeals may be made to The Secretary General of the Department of Education and Science in the event of the cumulative period of suspension being 20 days or more. This must be done in writing within **42** days of notification of suspension cf. Circular M48/01.

Expulsion can only occur after the Principal has:

- ensured all discipline options under the Code of Behaviour have been applied and documented
- ensured all appropriate support personnel (internal and external) have been involved as relevant

- ensured all other procedures, referrals, supports have been exhausted
- ensured that discussion has occurred with the student and parent / guardian regarding specific misbehaviour which the school considers unacceptable and which may lead to expulsion
- provided formal verbal 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, and
- copied all correspondence
- informed the parents/guardians of his/her intention to recommend expulsion to the Board of Management
- Invited the parents/guardians to the Board of Management hearing and
- Invited the parents/guardians to make a written submission in advance of the Management Meeting.
- Provided the parents /guardians with a full, written description of the allegations against the student and the case being made at the meeting, together with copies of all documentation, statements etc. supporting that case.
- Made a formal expulsion recommendation to the Board of Management with full supporting documentation.

Expulsion can only occur after the Board of Management has

- Heard the Principal's case against the student (this case should be made in the presence of the parents/guardians)
- Heard the Parents'/guardians' response
- Examined all the documentation
- Considered the student's record in the school
- Taken legal / expert advice
- Ensured the Principal is not present for Board of Management's discussion and decision on the matter.
- Discussed the case in detail
- Considered all procedural matters as previously outlined
- Made a final decision to expel
- Communicated the decision to the parents formally through the Principal
- Informed the Education Welfare officer under Section 24(1) of the Education Welfare Act 2000.

Approved on behalf of the Board of Management

Signed: Cormac Murphy

Chairperson of the Board of Management

Dated: September 2021

Signed: Patricia Gordon

Secretary to Board of Management

Dated: September 2021