

CBS Thurles Code of Student Behaviour Policy



CBS THURLES

Mission Statement

'Thurles CBS is a place of learning where students are prepared for adult life, academically, emotionally, spiritually and culturally.

We strive for a safe environment, free from bullying. We aim to promote the Christian values inspired by the vision of Blessed Edmund Rice.

We seek to create an atmosphere of respect for the needs and talents of all members of our school community, while challenging all to reach their full potential'.

Ethos

As an Edmund Rice School, CBS Thurles seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excellence in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

Scope.

This policy applies to students of CBS Thurles and relates to all school activities on and off site, during and outside of normal school hours. This policy was drawn up in consultation with all the school partners, including Board of Management, Staff, Parents/Guardians and Students, in line with guidelines issued by the N.E.W.B.

Relationship to schools mission, vision, aims.

This code of behavior encompasses the over-arching philosophy of the Christian Brothers as enshrined in the E.R.S.T. Charter and the school's mission statement

This policy has at its core, the care of the student. The school strives to provide a safe, secure and inclusive learning environment for the development of our students. Our school code of behaviour is based on respect for oneself, for others and for our environment, so that a positive and co-operative school atmosphere prevails.

Rationale.

Many people work together in our school each 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 of the student as an individual and yet creates an environment in which the welfare of all is protected.

The school communicates this ethos by:

- Sending all parents/guardians a copy of the School Code of Behaviour to be signed and accepted by all pupils and parents.
- Informing all 1st Year students in their first month in the school that CBS Thurles does not tolerate bullying behaviour.
- Publishing and displaying our school rules in the pupils' School Journal.
- Dealing with the issue of bullying in the following subject areas: SPHE, CSPE, Religious Education and English.
- Running a specific anti-bullying module with all year groups.
- Regular Assemblies which periodically make reference to the rights of all at school to feel secure, and to the School Ethos and Mission Statement outlined above.

Goals/Objectives

The aims of our code of student behaviour are:

- To create a safe, secure and inclusive learning environment for all students by promoting a sense of mutual respect among all members of the school community.
- To have effective procedures in place which will allow for the day to day running of the school and which meet the demands of current legislation.
- To promote good behaviour and self-discipline.
- To ensure understanding by the parents/guardians, students, staff and management of the code of behaviour and the reasons for it.
- To emphasise the promotion and acknowledgement of good behaviour.
- To outline the strategies to be used to prevent poor behaviour and the ways in which positive behaviour is acknowledged.
- To outline the structure of fair, consistent and agreed sanctions that will be used in response to negative behaviour.
- To outline the interventions to be used when a student repeatedly or seriously misbehaves. Please refer to Suspension / Expulsion Policy.

Roles and Responsibilities

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 (minimizing) negative behaviour.

Students

The school expects that students will, at all times, do their best to uphold the code of behaviour of our school.

Parents/Guardians

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

Teachers

The school acknowledges the role of teachers 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 a pivotal role to play in behaviour management and in ensuring a happy school environment. We have teachers assigned to each class and year group with special responsibilities for operating the code: Tutors/Year Heads/Guidance

Counsellor, Learning Support Teachers, Psychological Services, Chaplain, Other Agencies, Deputy Principal and Principal.

Other Staff

The school acknowledges the contribution of ancillary staff in the day to day running of the school. They too have a part to play in the successful delivery of our code of behaviour. In particular they have a responsibility to report incidents of misbehaviour and examples of positive behaviour they witness.

Board of Management

The BOM is the decision making body of the school. The school acknowledges the role of the BOM in the development and operation of our code of behaviour. All policies are developed with the authority of the BOM and must be approved by it before becoming official school policy. While it is not involved in the day to day procedures, it is the body to which parents/guardians and students over 18 can appeal in cases of suspension or expulsion.

Rules and Standards

The School Expects that students will:

- **Attend school regularly and remain for the full day.**

Reason: because missing class adversely affects progress. The school places a high priority on attendance and punctuality and is very proactive in encouraging full attendance. The school authorities should be informed of the reason for absence from school. This may be done by phoning the school or a note in the students journal on their return.

- **Be on time for every class.**

Reason: because not being on time causes disruption for the teacher and the class. Also, as our school is concerned with the development of the whole child we see the importance of encouraging students to develop good punctuality which will be expected of them in the workplace.

- **Show respect for oneself and others, in both speech and behaviour.**

Reason: because having respect for oneself and for others, promotes a respectful, caring atmosphere where the rights of all, students and teachers, are upheld.

- **Show respect for school property and make good any damage.**

Reason: because defacing / damaging school property is destructive and shows a lack of respect for the school community of which the student is a member.

- **Move quietly around the school in an orderly manner.**

Reason: for the health and safety of students and staff and so that the business of teaching and learning can take place without unnecessary disturbances.

- **Listen to instructions given and act on them appropriately.**

Reason: to assist the smooth running of our school.

- **Not chew gum or bring any to school.**

Reason: its careless disposal is unhygienic and its removal is costly.

- **Go promptly to the school yard during morning and lunchtime break, weather permitting.**

Reason: so that students may take fresh air in a supervised environment.

- **Line up quietly outside the class room, until the teacher arrives.**

Reason: to encourage students in the good practice of being orderly and so as not to disturb other classes which may be in progress.

- **Use only the rooms assigned to them during extracurricular activities.**

Reason: supervision and safety.

- **Not engage in any practice, which may be a nuisance or hazard to any members of the School community.**

Reason: in the interest of health and safety and smooth running of the school.

- **Keep mobile phones powered off inside the school environment, except during extracurricular activities at evening time. They must never be powered on or produced in toilet or changing areas.**

Reason: to avoid unnecessary disruption and to protect the privacy of all members of the school community. (Emergency contact may be made through the office).

- **Comply with the codes and policies mentioned in the appendix.**

Reason: to facilitate the smooth running of the school for all its members.

Note:

All students are expected to remain on the school premises after 8:50 am in the morning and for the duration of the school day, with the exception of sixth years for lunchtime (12:45pm to 1:20 pm),

Positive Behaviour

To encourage positive behaviour the school has a comprehensive structure of student supports in place. A class tutor and year head system operates in all year groups. All students have a designated pastoral care period each week with class tutor. The school adheres to the N.E.W.B guidelines in its code of behaviour. Positive behaviour is noted and acknowledged by various means.

Rewards

In our school teachers use the following methods to reward

- Verbal praise to student either in class or privately.

- Positive comment to class tutor / year head.
- Positive note home to parents/guardians in homework journal.
- Display of students work in the classroom or a prominent place on the school premises.
- Awards at Prize Night.
- Effort and Commitment Reports.
- Announcements regarding in and out of school achievements by students, using the website, on school notice boards, published in the school newsletter, school notices in the local paper or the intercom.
- A letter of appreciation and congratulations from the Principal for outstanding achievement or for service to the school.

Preventative Measures

It is an aspiration of the school to ensure a happy co-operative working relationship between all members of the school community.

Students will be encouraged in their endeavours to uphold the code of behaviour by the use of the following measures:

- **The Code of Behaviour is circulated to the parents/guardians of all new entrants into the school and they are asked to read it and to co-operate and support its content.**
This is to ensure that parents/guardians and students understand what our rules are, why they must be adhered to and what procedures will be followed if the rules are not upheld.
- **Admission to the school is contingent on upholding the schools code of behaviour and signing off on same by both student and parents/guardians**
This is to ensure that parents/guardians and students understand what our rules are, why they must be adhered to and what procedures will be followed if rules are not upheld.
- **At the start of Term One each year, as part of our induction process, each class is brought through the code of behaviour and any amendments to it are highlighted.**
This is done so as to remind students of the content and to take account of the fact that they have been out of our school environment for three months.
- **School rules and the reason for them are discussed as part of the schools pastoral care (P.C.) programme or as part of RSE.** The notion of tolerance for others, self –

control, a sense of fairness and the principles of natural justice are discussed as part of the Religious Education programme in the school.

- **If a student is in breach of a rule, he may be asked to explain (orally or in writing) the rule he has breached, to describe what effect this breach has had on members of the school community, and how he could act differently in the future to avoid being in breach of the rule.**

This is done to develop the student's sensitivity and consideration for others and to assist them in upholding school rules in future.

- **Issues such as Bullying, Racism, Sexism, Harassment, Violence, Substance Mis-use etc are discussed with the students during their time in our school, using current legislation, current affairs and/or outside speakers.**

This is done to help the students better understand these issues so that they can base their thinking, understanding and action on factual information and in the light of the Christian values espoused in our school.

Upholding the code of behaviour

There may be occasions where students need help to uphold the code of behaviour. This may only require preventative measures and assistance in understanding their own behaviour and its impact on others in the school community. Parents/guardians are provided with the code of behaviour and asked to support it. Communication links are available and encouraged between home and school. The student diary is the primary means of contact. This is supplemented by parent-teacher meetings and contact with/from year-heads and school authorities to deal with any concerns and issues. Regular student council meetings are held during the year and allows an avenue of communication between students and school management.

Sanctions

Sanctions are graded and their purpose is to discourage bad behaviour and to educate the student about the consequences for themselves and the wider school community, of their actions.

A procedure called the "ladder of referral" is used to deal with matters arising under the code of behaviour. The aim is to provide a consistent, measured, reflective response to an incident.

The following sanctions are used so that our students experience the consequences of their misbehaviour. They are scaled so as to take account of the nature of the incident and the situation leading up to the incident. The sanctions are imposed by the staff of our school in accordance with our 'Ladder of Referral. (See Procedures). It is expected that the class teacher will deal with most of the day to day issues of discipline, and only problems of a more serious nature will be passed up the line as per the 'Ladder of Referral'

- A firm reprimand from a member of staff is expected to be sufficient to correct inappropriate behaviour.
- Time out – removal of the student from the scene of the incident. E.g. the student is put working in a different place within the classroom, or the student is put working in another classroom by arrangement with the teacher. By prior arrangement and only in extreme cases where there is an issue of safety, the student is put working outside the Year Heads, Deputy Principal or Principal's office –. Responsibility of supervision rests with the class teacher.
- An entry in the Students Diary.
- A referral of the incident on to the Class Tutor/Year Head.

Sanctions for more serious misdemeanours or for consistent breaches of our code of conduct include:

- Subject teacher gives appropriate sanction, e.g. written work, penalty sheets, etc.
- Behaviour of the student will be monitored in class by each subject teacher and recorded in a specifically designed Report Sheet. This Report Sheet is signed by the parents and returned to the Year Head.
- Referral to the Year Head in line with our 'ladder of referral'.
- Half hour detention in school at lunch time for a designated number of days, and only after a day's notice has been given to the student and parents/guardians.
- A community task such as picking up litter, removal of graffiti or tidying a classroom or equipment room, having due consideration for health and safety.
- A verbal warning from a member of senior management e.g. Principal or Deputy Principal.
- Exclusion from school trips and Events.
- A ban on involvement and representation of the school in extra curricular activities.
- A telephone call to parents/guardians by Tutor, Year Head/Deputy Principal or Principal.
- A meeting with parents/guardians.
- In-house suspension from a particular subject for a limited time.

- Suspension from school (in accordance with the school's policy on Suspension and Expulsion).
- Expulsion from school (in accordance with the school's policy on Suspension and Expulsion).

Interventions

In our school the interventions we take to give specific help to those students who find it particularly difficult to uphold the code of behaviour are:

- Interview between the student and a member of staff, initially the class tutor. The purpose of this interview is to establish an understanding in the student of the rule/rules he has broken.
 - (a) To bring the student to an understanding of the effects of the breach on himself as well as on other members of the school community.
 - (b) To bring the student to an understanding of how to act/react differently so as not to be in breach of the rule/rules.
 - (c) To administer a sanction, if one is required and to get the student to see the need for one.
 - (d) To identify if there are underlying issues contributing to the poor behaviour or identify if there are supports the school can offer to help the students
- Giving the student a piece of written work to do in which they have to outline in writing the rule/rules they breached, the effects this breach had on themselves and on other members of the school community and how they can avoid a repeat of this behaviour.

Also the following options may be considered:

- Referral to the Guidance Counsellor.
- Referral to the School Chaplain where appropriate, in consultation with parents/guardians.
- Referral to external resources such as the family G.P. or a clinical psychologist, in consultation with parents/guardians.

Procedures - i.e.' Ladder of referral'.

The basic principle of the ladder of referral system is that the higher up the ladder an incident is dealt with, the more seriously it is viewed.

Step 1: The Subject Teacher

Each teacher has responsibility for implementing discipline in his/her own classroom.

Subject teachers may use some of the schools agreed sanctions for minor offences. More serious offences or persistent minor offences should be dealt with under Step 2 of the ladder of referral. However, an incident deemed serious by the teacher may precipitate more immediate action higher up the 'Ladder'.

Step 2: The Class Tutor

Each class is assigned a teacher with special responsibility for them. He/she has a pastoral and disciplinary role to play with this class group. A serious offence or a number of minor offences will warrant reporting to the Year Head. (Step 3)

Step 3: The Year Head.

Each Year Group is assigned a teacher with special responsibility for them. He/She has a pastoral and disciplinary role to play with the class groups that make up this year group.

Step 4: The Principal / Deputy Principal

A student whose behaviour has not modified despite the school's best efforts or who is in serious breach of a rule will be referred by the Year Head to the Principal / Deputy Principal. If the Principal/Deputy Principal decides that a suspension is warranted (the procedures of our policy on suspension and expulsion will be implemented) the parents/guardians must be notified orally and in writing of the reason for and the length of time of the suspension.

The Principal will inform the Board of Management of all suspensions.

The Principal recommends expulsion to the Board of Management if warranted.

The Board of Management considers the recommendation and having given an opportunity to the parents/guardians/student if over 18 years, to make their case, makes its decision whether to expel or not.

Record Keeping

- Class teacher keeps notes of incidents in teacher's diary.
- Notes are written in student's diary.
- A file is kept by Year Head in a special locked cabinet.
- A file is kept in Deputy Principal/Principal's office, for recurring or serious problems.

This Code of Behaviour Policy was drawn up in consultation with the parents/guardians, students, staff and management of our school and was ratified by the Board of Management.

Any amendments which need to be made will be in keeping with the general philosophy of our Code of Behaviour and will be communicated to the members of our school community in writing.

A major review will be carried out no later than three years after the date of implementation and will involve consultation with the parents/guardians, staff, management and Board of Management of our school.

Timeframe

This Code of Behaviour was devised in consultation with the students, parents/guardians, staff, management and Board of Management of our school. The process was begun in January 2004. The Code of Behaviour was ratified by our Board of Management on 21-06-05, and is official school policy as and from 29-08-05. It was reviewed again in June 2010 and ratified by the Board of Management on 26-06-10. The policy was reviewed in April 2019 and ratified by the Board on 15-5-20.

Use of Diary Code

The student diary has a central role in helping the student uphold the rules, record homework, and allows for communication between home and school.

- Pupils are required to have their school diary with them at all times, and to take it home with them every evening.
- It should be used for noting all homework as well as for teachers' comments and parent's/guardian's notes. Space is provided for different types of notes, and communications on slips of paper are not recommended.
- Students who need to leave the school during the school day (excluding lunchtime for 6th Years) must have a note in their Student Diary signed by their parent/guardian and they must sign out in the book provided in the office. This book must also be used for late arrivals. Such notes must be initialed by the Principal or Deputy Principal.
- If a pupil is absent from any class he must have a note of explanation in his Diary from his parent/guardian. This note must be shown to the teacher taking the Roll call on the students return.
- Diaries should be signed once a week by parent/guardian (evening prior to Pastoral Care class), and all notes from school must be signed on the evening they are written.
- A fee will be charged for replacement diaries. A student is not permitted to have two diaries at any one time. Should a lost diary be found, it must be handed up to the Deputy Principal.
- No graffiti, highlighting or tippex is permitted on the diary. If a student defaces or permits others to deface his diary he will have the diary confiscated and a new one must be purchased from the school.

- Loss of diary is regarded very seriously.

Dress Code

Our school has an official school uniform as this promotes a unified image of the school and also prevents peer pressure. All students are expected to wear it in full every day and it may not be modified inside or outside the school environment. The uniform reflects the image of the school and in keeping with our philosophy of developing the whole person. Neat dress and overall good presentation are essential in the training of young adults for the future.

Our uniform consists of:

Dark Navy Trousers,

A Special School Shirt (soft yellow)

A Special School Tie

A Special Caribbean Blue Pullover with Crest

Leather Shoes: Black, Brown or Navy. Runners or light coloured shoes are not permitted

School crested jacket.

Reason: they do not complement the uniform and to avoid peer pressure.

(Uniform available at Morans, Stakelums (Friar St.) and Kavanaghs (Urlingford))

- During PE students must be appropriately attired as directed by the PE teacher and the nature of the activity.
- Rings, earrings studs, body piercing, etc. are not permitted, in the interest of health and safety.
- In keeping with neat presentation of the uniform, students are required to be of clean-shaven appearance, and hair styles must conform to what is acceptable in the formal work place. Hair must be its natural color.
Reason: to avoid being a distraction to others.
- In Science or Woodwork class a student may be required to keep hair in a net for safety reasons.

In all cases the school authorities are the judges of what constitutes acceptable standards of dress, hairstyle and grooming.

Use of Lockers Code

All students are provided with a locker to facilitate storing books and school equipment. The provision of lockers is to assist students in learning about good organization, neatness, and responsibility for equipment. Lockers also serve to reduce the overall weight of bags that have to be carried to and from school. It is important to the smooth running of the school that this service is used properly by all students and so we have drawn up a list of guidelines to which students must adhere.

- Each student will be issued with two keys for his locker. One to be carried by the student each day and used to open and lock his locker. (All lockers must be locked when the student is not attending to the locker).
- The second key will be secured inside of the locker and be available to use in an emergency. If this second key has to be used then it must be returned to the locker when the first key is in operation again. Should a student be without both keys, he will be removed from class until contact is made with home and a key produced.
- Should a student forget his key, the locker book must be signed and the Principal or Deputy Principal will arrange to have his locker opened. The student is then to use their spare key.
- Should a key be lost, the onus is on the pupil to replace it. If both keys are lost the student must pay for the replacement of the lock.
- Each student is responsible for the maintenance and condition of all parts of his locker including the lock. Any damage to either the locker or the lock must be reported immediately and will have to be made good.
- All personal items must be put in the locker e.g. school bag and school books, P.E. gear, hurley, coat etc. Bags may be left on bag racks but must be taken home at the end of school day.
- Bags may not be left on the corridor, or brought to class.
- Students are allowed to access their lockers from 8:50 to 9:00 am, from 11:20 am to 11:30 am, during the lunch break, and after 3:40 pm. They should not be at the lockers at any other time without permission.
- Students may only return to their locker between classes when there is a specific need e.g. get P.E. gear; drawing equipment; an art project; etc.
- The locker is not to be a cause or excuse for being late for class, or for leaving classes to get books or other items.
- Students are not to loiter in locker areas, due to the shortage of space, and difficulty of supervision.
- If a key is found it must be handed up to the Deputy Principal, who will endeavor to return it to its owner.
- Students may not store their keys in another student's locker, or have another student's key in their locker or on their possession.
Reason: To avoid the possibility of bullying or stealing.
- The school reserves the right to examine the contents of lockers at anytime.

- An annual fee is charged to help with the costs of upkeep and replacement of the lockers.
- At the end of each year each student is expected to empty his locker and hand all keys to the special duties post holder, responsible for lockers.
- At the start of the year a locker will be allocated to each student upon payment of an annual rental fee, and/or, at the discretion of the management/special duties post holder responsible for lockers.

Use of Mobile Phones Policy

If students bring their mobile phone to school it must be powered off at all times during the school day. Mobile phones must never be powered on or visible in toilet areas or changing rooms. Sanctions will apply for misuse of phones. If the mobile phone has to be taken from a student because it is intruding on the running of the school then, the student's parent will have to make arrangements to collect the phone from the Principal or Deputy Principal. Parents are requested not to contact students by mobile phone during the school day. Likewise, it is not acceptable that student's text parents during the school day. All messages should come through the main office.

Please note that the school Management does not accept responsibility for loss or damage to any phones in any circumstances

Approval

This policy has been approved by CBS Thurles Board of Management.

Signed: *Mary O'Dwyer* Date: **April 2020**

Chairperson, Board of Management