Grange Community College

Code of Positive Behaviour

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SECTION 1: INTRODUCTION

Mission Statement

"Enabling Students to develop their talents to the full by providing a balanced, challenging curriculum which fosters intellectual, spiritual, emotional and physical growth.
Fostering an atmosphere which promotes self-esteem, honesty, justice, and respect for others.
Creating a safe, healthy learning environment that nurtures self-discipline and encourages our pupils to take responsibility for their own learning.
Promoting Cooperation, teamwork and commitment within the school and community so that all are unified as partners in learning for life".

THE AIMS OF OUR CODE OF POSITIVE BEHAVIOUR

Our school's Code of Positive Behaviour is built around three core pillars. These pillars of '*Respect'* '*Responsibility*' and '*Cooperation*', taken from our mission statement, are the foundation upon which all our expectations derive. We have extremely high expectations of our students in Grange Community College and, together as a whole-school community, we arrived at the behavioural expectations laid out in this code.

- Our code seeks to promote a safe and secure learning environment, where students are supported to make mistakes, ask questions, learn and achieve at the highest level.
- Our code seeks to enable students with additional support needs to access a full education.
- Our code seeks to foster an environment of equity, wellbeing, dignity, inclusion, respect, responsibility and cooperation for all members of the school community.
- Our code seeks to promote the development of positive, respectful relationships for effective learning, emphasising responsibility, accountability, restoration and forgiveness.
- Our code seeks to provide clarity around the roles and responsibilities of the whole school community, students, parents and staff, both individually and as a whole school collective.
- Our code seeks to provide clarity, transparency and consistency to procedures followed when expectations are not met.
- Our code seeks to outline our structures for students in need of support.
- Our code seeks to balance the individual needs of students with the rights of all to receive an education.

Relevant Legislation

The following legislation was considered in the creation of our Code of Positive Behaviour:

- Article 42 of the Irish Constitution
- United Nations Convention on the Rights of the Child
- Education Act 1998 - Sections 28 & 29
- Education (Welfare) Act 2000 - Section 23
- Teaching Council Code of Professional Practice
- Childcare Act 1991
- Children First Act 2015
- Children First National Guidance for the Protection and Welfare of Children (2017)
- Equal Status Act 2000
- EPSEN ACT 2004

Consultation and Review Process.

The current review of this code began in 2019. During this process, an NEWB audit was completed and teachers, students and parents were consulted by survey. Themes which emerged from the review included the following:

- Lack of clarity around the roles of tutors and year heads
- The need for consistency and transparency in application of the code.
- The need for greater clarity in the structure of the referral system.
- Review of the effectiveness of classroom interventions.

All of these themes are subsequently addressed in this code following trial and further review at the end of the 2020/2021 academic year. The next review will take place within two years.

Scope

The Policy applies to students, teachers, parents/guardians, adult students and users of the school building. It applies to students of the school when they are in school uniform, in the school building and/or on a school trip.

Inclusion of all students

Grange Community College places a high value on respect, inclusion and the acceptance of diversity which is central to the policies and practices in the school.

Restorative Approach

At all times, during the course of all interactions, the school endeavours to employ a restorative approach to promote positive behaviour. A restorative approach is at the core of our school's policy. Approaching behaviour restoratively allows students to reflect on their behaviour and how it has affected them or others. It helps develop and sustain a happy and caring school environment by actively developing positive relationships, preventing the escalation of conflict and supporting students to navigate conflict in a healthy way. It creates an ethos of respect, equity and inclusion and gives students the opportunity to be accountable and take responsibility for their behaviour.

Restorative Questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

Traditional Discipline	**Restorative Approach**
Viewed in terms of rule-breaking.	Viewed in terms of harm done to others.
Focus on placing blame or guilt.	Focus on establishing responsibility and path forward.
Authority figure with power to decide on penalty	Dialogue involving all parties involved.
Accountability = punishment	Accountability = working to put things right
Punishment to deter.	Repair, Apology and Reparation
The needs of those affected often ignored	The unmet needs behind the behaviour are addressed
Wrong-doer feels hard done by	Opportunity to face up to poor decisions
Victim has no involvement and may feel powerless	Victim has involvement in process and contribution to outcome.
Resentment, denial, anger, fear, revenge are common feelings during and after process	Empowerment, honesty, openness, opportunity to move on, peace of mind after process.

LINKS TO OTHER POLICIES:

- Anti-Bullying Policy
- Child Safeguarding policy
- Homework and Study Policy
- Home School Community Liaison Policy
- Information and Communication Technology Acceptable Usage Policy
- International School Tour Policy
- Internet Safety and Usage Policy
- Special Educational Needs Policy
- Substance Use Policy
- Suspensions and Expulsions Policy.

SECTION 2: PROMOTION OF POSITIVE BEHAVIOUR

WHOLE SCHOOL AND CURRICULUM PROMOTION OF POSITIVE BEHAVIOUR:

- The Code of Positive Behaviour is made available to parents /guardians of all new entrants to our school, and they are asked to review it and sign their acceptance and commitment to cooperate and support the code.
- At the start of each new academic year, a whole-staff workshop is conducted in relation to the content and implementation of the code.
- At the start of each new academic year/induction process, every class is explicitly taught the expectations of behaviour as outlined in this code and any amendments are highlighted.
- School expectations and reasons for these are discussed as part of the school's wellbeing programme. A synopsis of the expectations is included in the school journal and must be signed on annual basis by students and their parents/guardians.
- Expectations are visible in every area of our school, classroom, canteen, corridor, lockers and toilets.
- School expectations are reinforced and modelled by every class teacher in their lessons and interactions.
- The notion of tolerance for others, self-control, equity, a sense of fairness and the principles of natural justice are discussed as part of the religious education and SPHE programmes in the school.
- Issues such as bullying, racism, sexism, harassment, violence, substance misuse etc. are discussed with the students during their time in our school using SPHE, CSPE, particular programmes, current affairs and/or outside speakers.
- Emphasis on restoration of relationships when difficulties arise is at the core of our code.
- The Student Support Team, Guidance Team, SEN Team, Care Team, Home School Community Liaison, Year Head and Class Tutor system are in place to support students who need additional support to meet behaviour expectations.

- The emphasis on student voice and leadership motivates students to maintain high standards of behaviour and to aspire to be good role models, e.g., prefect system, student council, student voice on committees/initiatives.
- Emphasis on recording students meeting expectations where possible: on VSware, in student journals, phone calls home etc.
- Weekly motivational assemblies led by year heads.
- Use of website and social media to promote positive behaviour and to celebrate success.

ROLE OF CLASSROOM TEACHER IN PROMOTION OF POSITIVE BEHAVIOUR:

- Developing and maintaining mutually respectful and professional relationships between students, parents/guardians and colleagues.
- Approaching conflict and treating students in a professional manner and with the same level of respect expected of students.
- Being prepared for all classes, with effectively planned and carefully structured lessons.
- Implementing appropriate, engaging teaching strategies and mixed methodologies to include all students, and to facilitate a classroom environment where all students are provided the opportunity to achieve their potential.
- Providing opportunities for all students to experience success, regardless of ability.
- Professionally following and implementing the ladder of referral in a consistent, effective, fair and helpful manner.
- Providing the space and opportunity for authentic student reflection and accountability.
- Promoting positive behaviour, cooperation, and wellbeing by promoting and/or getting involved with 'Themed' weeks, e.g. Friendship Week, Wellbeing Week, 'Seachtain na Gaeilge', Mental Health Week, Maths Week, Science Week, College Awareness Week etc.
- Reflecting on their practice regularly to ensure the needs of all students are being met.
- Approaching conflict with a restorative approach, modelling appropriate interactions and healthy conflict management.
- Helping students navigate difficulties by modelling forgiveness, accountability and restoration.
- Developing supportive and collaborative relationships with colleagues, sharing good practice to support student needs.

ROLE OF TUTOR IN PROMOTION OF POSITIVE BEHAVIOUR:

- Tutors meet students every morning for tutorial class where they take attendance, check uniforms, receive notes from home, check journals etc.
- Tutors explicitly teach and reinforce behavioural expectations.
- Tutors provide for the wellbeing of their students by teaching wellbeing topics in SPHE class and by reinforcing topics during tutor time.
- Tutors address issues or difficulties that arise and advocate on behalf of their students.
- Tutors offer support to teachers with a view to restoring/developing positive relationships between students and teachers.
- Tutors liaise between students and others should relational difficulties arise, seeking to facilitate and encourage restoration of relationships and repairing of harm.
- Tutors professionally, effectively, consistently and equitably administer the ladder of referral according to their role.
- Tutors collaborate with others to support student needs, e.g., classroom teachers, year heads, Student Support Team, Care Team, Guidance Team, Home School Community Liaison, School Completion Programme etc.
- Tutors seek to develop and maintain positive relationships with parents/guardians and liaise with parents when necessary.
- Tutors will refer to year heads/management/Student Support Team/Care Team on behalf of their students and will communicate to staff as necessary.
- Tutors continuously seek to motivate their students.

ROLE OF YEAR HEAD IN PROMOTION OF POSITIVE BEHAVIOUR:

- Encourages, promotes, models and reinforces high behavioural expectations.
- While the tutor is first port of call for pastoral needs, the year-head will offer further support to the student as required.
- Coordinates weekly motivational assemblies.
- Collaborates with tutor, Student Support Team, care team, HSCL, SCP coordinator, SEN department in order to meet student needs.
- Advocates for students in all areas of student life, promoting and modelling empathetic, equitable, consistent and restorative approaches to conflict and behaviour management.
- Motivates students in all areas of school life, academic, behavioural, extra-curricular etc.
- Supports, encourages and promotes ongoing and recurring initiatives, Wellbeing week, College Awareness Week, Maths Week, Active Flag, Science Week, Amber Flag, Safer Internet Day etc.

- Motivates students to be actively involved in solutions.
- Seeks to collaborate to find holistic solutions.
- Supports tutors and classroom teachers, ensuring classroom management procedures and the ladder of referral is administered correctly, equitably and appropriately.
- Develops and maintains positive relations and open lines of communications with parents/guardians.

ROLE OF SCHOOL MANAGEMENT IN PROMOTION OF POSITIVE BEHAVIOUR:

- Fostering mutually respectful and professional relationships between students, parents/guardians and all staff.
- Approaching conflict with a restorative mindset, modelling appropriate interactions and healthy conflict management.
- Promotion and facilitation of Continuous Professional Development in the areas of Positive Behaviour, Teaching and Learning and Wellbeing etc.
- Providing the space and opportunity for authentic reflection and accountability.
- Supporting systems for rewarding positive behaviour, academic achievement, extra-curricular involvement and success in all areas of school life.
- Promoting positive behaviour, cooperation, and wellbeing through support and facilitating of 'Themed' weeks, eg Friendship Week, Wellbeing Week, Seachtain na Gaeilge, Science Week, Math's Week, Mental Health Week etc.
- Implementing the Code of Positive Behaviour in a manner that is equitable, fair, consistent, transparent and just.
- Providing curricular opportunities for positive behaviour support.
- Ensuring an effective 'Wellbeing' programme is in place.
- Facilitate the tracking of academic achievement.
- Ensuring effective teams are in place i.e. SEN, Pastoral Care, Year-head, HSCL/SCP, Wellbeing, Student Support Team etc. and facilitating time for authentic collaboration.
- Helping students navigate difficulties by modelling forgiveness, accountability and restoration.
- Providing for and facilitating provision of support programmes e.g. 'Check and Connect' mentoring programme.
- Fostering a culture of collaboration among staff where all an all-staff approach to supporting students at risk of repeated sanctions and disengagement is cultivated through support, and sharing of success and effective practice among teachers, tutors and year-heads.
- Facilitating an effective Home-School-Community Liaison and School Completion Programmes that are developed and reviewed according to needs of our students at risk of disengagement and early leaving.

REWARDS FOR POSITIVE BEHAVIOUR: CELEBRATION OF SUCCESS:

When expectations are met and a standard of behaviour is shown by students, it is important to acknowledge these achievements and reinforce positive behaviour. This can be private and informal or public, formal acknowledgements.

Informal acknowledgements:

- Praise by classroom teacher, tutor, year head, principal or deputy principal.
- Positive comments on VSware, in journal, text/postcards home etc.
- Phone call home
- Small rewards by classroom teachers/tutors, certificate, student of the week etc.
- Class competitions with whole class rewards.

Formal acknowledgements:

- Monthly/termly award for positive behaviour and contributions (Purple Form award)
- Term award for attendance.
- Formal awards for academic achievement e.g. Roy Savage Award at Junior Cycle, the Anne-Marie O'Riordan award at Leaving Certificate, Student of the Year award, Junior Cycle Academic Awards, Spirit of Grange Award, Best Sports Person Award etc.

SECTION 3: EXPECTATIONS OF STUDENTS/ ROLES & RESPONSIBILITIES OF PARENTS

Role and responsibilities of Students:

'The Spirit of Grange Community College': Respect, Responsibility and Cooperation

Students of Grange Community College are expected to adhere to and embody the following high expectations in their attitude to learning and in all their interactions and actions, at school and while wearing the school uniform.

Respect:

- Students of Grange Community College are expected to always be respectful, honest and courteous in their interactions with everyone in the school community. Members of the school community include fellow students, school management, teachers, SNAs, ancillary staff and visitors.
- Students are expected to be mindful of the language they use. Language should be appropriate for the school setting and should not be offensive, abusive or disrespectful to members of the school community.

- Every student should respect the property of their fellow students, their teachers, and the school.

Responsibility:

- Students are expected to make a positive contribution to the learning environment, taking ownership and responsibility for their actions and for their own learning.
- Students are expected to be responsible in their actions and decisions while representing the school when in uniform, in the community and on trips.
- Students are expected to familiarise themselves with the school expectations in all areas and work to their best ability to meet them.

Cooperation:

- Students are expected to cooperate with each other, work together, be helpful and to always follow staff instructions.
- Students are expected to get involved in all areas of school life, academic, student leadership, trips, extracurricular, committees etc.
- Students are expected to be supportive, helpful and considerate of all staff and their fellow students, especially younger students.

STUDENT POSITIVE BEHAVIOUR MATRIX

Our matrix of expectations takes the pillars of Respect, Responsibility and Cooperation and applies them to each area of school life. These specific expectations were arrived at in partnership with students, parents and teachers and developed during the 2017-2018 academic year. The process was coordinated by a Positive Behaviour Strategy Team with support from the National Council for Special Education. (NCSE). The expectations were reviewed by teachers, students and parents during the 2019/2020, and 2020/2021 academic years.

The matrix outlines the specific expectations that students need to meet in each area of school life to succeed, to allow students to learn, to maintain a positive, productive, inclusive, calm, safe educational environment and to allow all students to reach their potential.

Expectations	Classroom	Corridors	Canteen	Toilets	Locker
Respect	• Arrive on Time • Have school materials and take care of them. • Listen when others speak • Follow Instructions	• Move quietly and carefully through the corridors. • Use appropriate language in the corridors. • Follow staff instructions	• Respect other people's space and privacy. • Speak Politely saying please and thank you • Clean up after yourself and queue up with care.	• Keep clean and free from Graffiti • Avoid Conflict • Respect Others Privacy	• Keep locker area tidy • Be Patient • Show care to others
Responsibility	• Be Prepared for class including homework • Allow Learning to take place • Work to your best Ability • Keep the classroom tidy	• Be mindful of yourself and those around you. • Keep the corridors clean • Go directly to class.	• Form Orderly Queue. • Clean Up and encourage others to do the same. • Leave canteen at agreed time • Eat the appropriate food for you.	• Have toilet pass with you. • Flush the toilet after use and wash your hands. • Keep it clean. • Report any problems.	• Take all you need to be prepared for class • Use at correct times • Take care of your own property and others
Co-operation	• Hands Up/One Voice • Work in teams and help others. • Follow teacher's instructions. • Be Confident and allow other students to participate.	• Keep to the left • Line Up outside of your classroom. • Cooperate with staff instructions, keep corridors clean keep phones off.	• Follow Instructions of teachers and canteen staff. • Use Canteen at Appropriate Times. • Use Vending Machine at correct time • Report Spillages	• Use at designated times • Use toilets in a timely manner • Ask a teacher for a toilet pass	• Consider the property of other students • Collect belongings quickly and go straight to class • Report any damage

ROLES AND RESPONSIBILITIES OF PARENTS/GUARDIANS:

Parents have a vital role to play in a young person's educational journey. The more a parent participates in the education of their child, the more likely their child will succeed at school and reach their potential. In supporting their children, we ask all parents to:

- Ensure your child arrives to school each day in full uniform.
- Help your child to develop a good habit of attendance and punctuality.
- Be informed and familiar with all policies/guidelines published by the school and to sign any documents that are relevant to these policies.
- Ensure that your child is familiar with and adheres to the Code of Positive Behaviour.
- Support the school in its implementation of the Code of Positive Behaviour.
- Check journals to see that all homework, whatever format, is completed, and that the journal is signed at the end of the week.
- Seek to provide a quiet place to complete homework or study and/or encourage and facilitate attendance at homework club.
- Respond to any comments that are written by teachers on end of term reports or general feedback by phone, VSware or the journal.
- Attend Parent-Teacher meetings.

- Provide written explanation when your son/daughter has been absent or needs to leave school early.
- Raise any concerns you may have with the tutor as the parent/guardian's first port of call.
- Maintain regular contact with the school to ensure the school have all up to date contact information.
- Should you as a parent/guardian have a query regarding the management of a behaviour concert, please contact your child's tutor.

GUIDELINES RELATING TO THE RUNNING OF THE SCHOOL DAY:

Students and their parents/guardians need to be aware of the following information, and follow all guidelines contained in this section to ensure the efficient, safe and calm running of the school for the whole school community.

Guidelines for Lockers

The cost of replacing lost keys/locks is the responsibility of the student. Students are responsible for all property left in their lockers. Interference with lockers must be reported to their tutor. Student should be aware that lockers remain the property of the school and can be inspected at any time.

Student Journal

Each student must obtain a school journal. The journal serves as a place to record all homework and allows for effective home-school communication. The journal should be brought to all classes, be available to all members of staff on request and should be kept neat and free of graffiti. Journals should be checked daily and signed weekly by parent/guardian. All notes should be signed by parents/guardians.

Attendance and punctuality:

Students are expected to attend school and arrive on time in the morning, after lunch and for all classes. Students are expected to present permission from home and sign out of the building for appointments etc. All absences need to be explained by a note in the journal from the parent/guardian. Notes should contain the reason for the absence. A medical certificate should be provided to the school should there be significant absence due to illness.

Mobile phone:

Where a mobile phone is brought to school it must be put away from the first morning bell to the last bell, signalling the end of the day. Interacting with a mobile phone during the school day will result in the phone being confiscated for 24 hours. Should a student fail to hand the phone to the teacher upon request, the matter will be immediately escalated to the Deputy Principal and/or the Principal. Failure to hand over the phone at this point may result in suspension. This is to ensure dignity and safety at school for the whole community and to ensure learning can take place without distraction.

Morning Break

- All students should go straight to their designated area.
- Students are not permitted to use mobile phones or other devices during break-time.
- Students should seek the teacher's permission to use the toilets during morning break.
- At the end of break students should go directly to class.

Lunch-time

- All junior students must stay in for lunch.
- Students staying in school for lunch should go immediately to the canteen area and then to their designated area.
- Senior students and TY students are expected to conduct themselves with respect for their school and their local community while out at lunch, and be mindful that they are representing Grange Community College with dignity and responsibility.

At the End of the School Day

- Students should collect their required belongings from their locker and promptly and respectfully leave the building.
- In the interests of health and safety, students should not congregate outside of the school.

Health & Safety

- Under the Public Health (Tobacco) Act, parents and students should be aware that smoking is illegal in schools. Smoking and vaping are strictly prohibited anywhere on the school grounds, during school activities or at any time during school hours while in school uniform and the possession of lighters/matches/cigarettes vapes and e-cigarettes is prohibited.
- Any student found either in possession of or under the influence of alcohol or other mood-altering

substances, either in school, on a school activity, or at any time while in school uniform is liable to serious sanction up to and including expulsion.
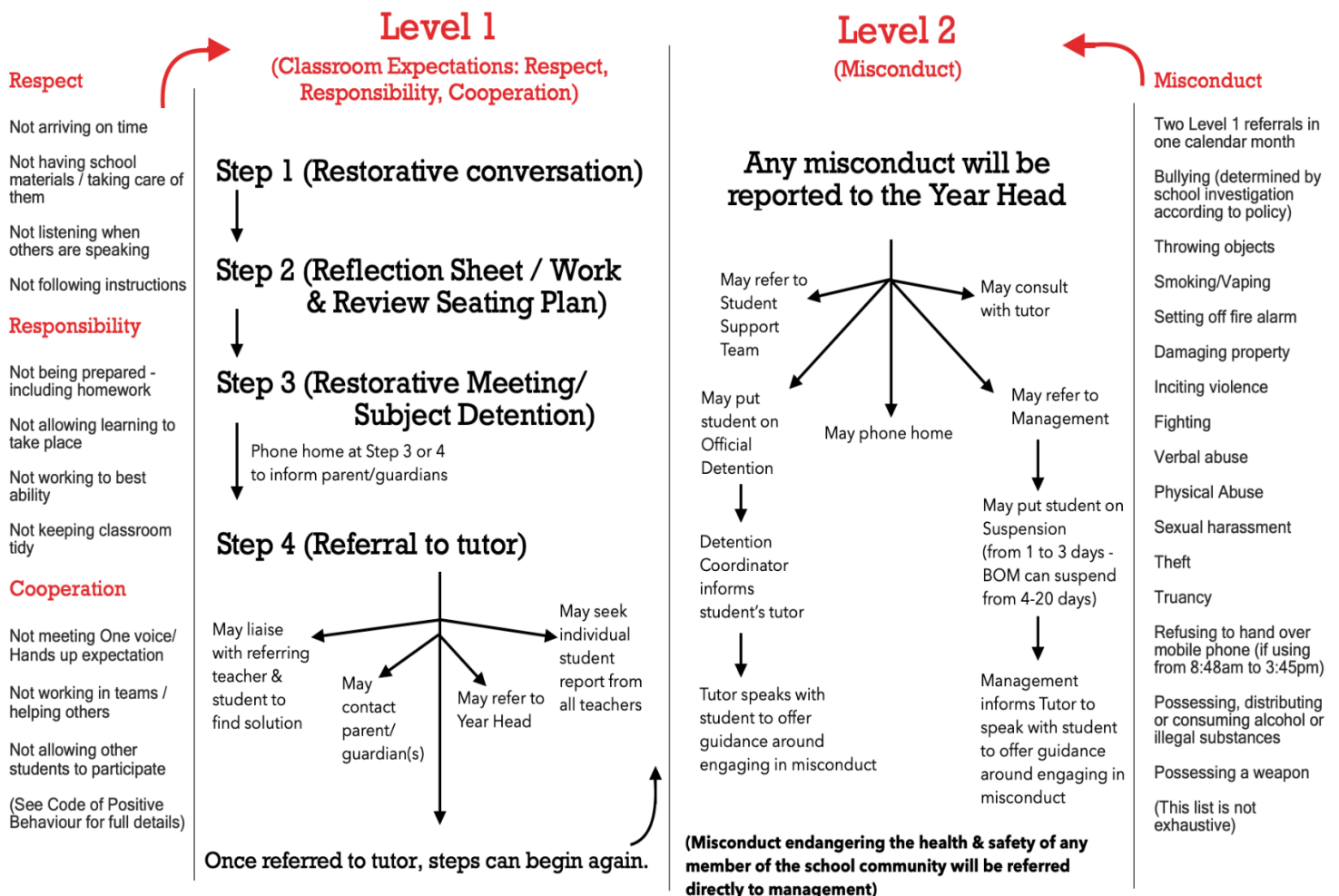
- If a student is suspected of being in possession either of a prohibited item (cigarettes, vape, alcohol etc) or of the property of another, management are entitled to require the student to empty his/her pockets and/or bags for inspection. This should be witnessed by another member of management.

SECTION 4: RESPONSES TO INAPPROPRIATE BEHAVIOUR: LADDER OF REFERRAL

Visual summary of our Ladder of Referral.

Our Ladder of Referral
GRANGE COMMUNITY COLLEGE

Grange Community College Donaghmede

Level 1
(Classroom Expectations: Respect, Responsibility, Cooperation)

Respect

Not arriving on time

Not having school materials / taking care of them

Not listening when others are speaking

Not following instructions

Responsibility

Not being prepared - including homework

Not allowing learning to take place

Not working to best ability

Not keeping classroom tidy

Cooperation

Not meeting One voice/ Hands up expectation

Not working in teams / helping others

Not allowing other students to participate

(See Code of Positive Behaviour for full details)

Step 1 (Restorative conversation)

Step 2 (Reflection Sheet / Work & Review Seating Plan)

Step 3 (Restorative Meeting/ Subject Detention)

Phone home at Step 3 or 4 to inform parent/guardians

Step 4 (Referral to tutor)

May liaise with referring teacher & student to find solution

May contact parent/ guardian(s)

May refer to Year Head

May seek individual student report from all teachers

Once referred to tutor, steps can begin again.

Level 2
(Misconduct)

Any misconduct will be reported to the Year Head

May refer to Student Support Team

May consult with tutor

May put student on Official Detention

May phone home

May refer to Management

Detention Coordinator informs student's tutor

May put student on Suspension (from 1 to 3 days - BOM can suspend from 4-20 days)

Tutor speaks with student to offer guidance around engaging in misconduct

Management informs Tutor to speak with student to offer guidance around engaging in misconduct

(Misconduct endangering the health & safety of any member of the school community will be referred directly to management)

Misconduct

Two Level 1 referrals in one calendar month

Bullying (determined by school investigation according to policy)

Throwing objects

Smoking/Vaping

Setting off fire alarm

Damaging property

Inciting violence

Fighting

Verbal abuse

Physical Abuse

Sexual harassment

Theft

Truancy

Refusing to hand over mobile phone (if using from 8:48am to 3:45pm)

Possessing, distributing or consuming alcohol or illegal substances

Possessing a weapon

(This list is not exhaustive)

LEVEL 1: Incidents where classroom expectations are not met.

ROLE OF CLASSROOM TEACHER AT LEVEL 1:

Classroom teachers will take and record the following steps when classroom expectations are not met.

Recording of incidents

- Classroom teachers outline the expectation/s not met and provide a brief description of the incident.
- Classroom teachers will record the actions taken to support the student meeting the expectation/s.

Interventions/management of behaviour

The classroom teacher will follow the steps below to help their student succeed in meeting expectations. At every step outlined below, the classroom teacher will provide the student with a new opportunity to meet the relevant expectation.

Step 1 – Restorative Conversation

Step 2 - Reflection Sheet/Extra work/Seating plan revision

Step 3 – Restorative Meeting/Subject Detention

Step 4 – Referral to tutor

- Classroom teachers will make a phone call home at step 3 or 4.
- If a resolution has not been achieved by step 4, the classroom teacher will refer to the tutor.
- Once all four steps have been attempted, and the classroom teacher has referred to the tutor, the steps will begin again, and the classroom teacher will work with the tutor, year head and the student to resolve the situation.
- It is possible that multiple steps could be taken within one class period.
- All incidents, interventions and actions are recorded digitally on VSware by the classroom teacher.

ROLE OF TUTOR AT LEVEL 1:

A restorative approach and pastoral support are at the core of the tutor's role.

Following receipt of a level 1 referral, the tutor will:

- review and seek a pastoral and restorative meeting with the student.
- Seek to support the student in restoring relationships and in finding ways to repair harm.
- Liaise with the referring teacher and the student to seek to restore the relationship.
- They will encourage their student to take ownership of the situation and will facilitate the student finding their own solutions.

As the tutor's role is pastoral, it is hoped that the tutor will be able to redirect and support the student to meet expectations. However, if there is a concern that a pattern is emerging, the tutor may:

- Phone home to discuss student's progress.
- Seek support from the year head.
- If there are two or more complete level 1 referrals within one calendar month, the tutor will escalate to the year head as a **level 2 referral** for further interventions, support and/or possible sanctions.
- If a tutor believes there is a concern or a pattern emerging, they may seek an 'Individual Report Form' to be completed by all teachers of the student, the results of which will be reviewed in conjunction with the year head.
- The tutor may suggest referral to the Student Support Team in consultation with the year head.
- From time to time, as the need arises, the tutor will attend and consult at 'Student Support Team' meetings.
- Tutors may directly refer any care/wellbeing concerns directly to the Care Team.

LEVEL 2 :
- Definition:
  - Multiple Level 1 referrals (2 or more in one calendar month)
  - Incidents of expectations not being met outside of class-time are managed and reviewed at level 2, e.g., on the corridor, at lunch, in the canteen, on trips etc.
  - Incidents of serious misconduct. Examples of which are outlined in the following list:
    - bullying behaviour, throwing objects, smoking/vaping, setting off an alarm, damaging property, inciting violence, fighting, verbal abuse, physical abuse, sexual harassment, theft, truancy, refusing to hand over mobile phone used during schooltime, possessing, consuming, or distributing, alcohol or illegal substances, possessing a weapon. This list is not exhaustive.

- The tutor will refer a student to the year head if two or more level 1 referrals are received in one calendar month.
- Incident of misconduct will be referred straight to the year-head as a level 2 referral.
- **Incidents of serious misconduct which pose a threat to the health, safety and wellbeing of any member of the school community will be referred directly to school management.**

ROLE OF TUTOR AT LEVEL 2:

- If the tutor receives two or more complete level 1 referrals within one calendar month, the student's behaviour will be managed at level 2.
- The tutor will liaise with the year head and may seek an individual report form from classroom teachers.
- The tutor may form part of the 'Student Support Team' should the need arise.
- The tutor will support the year head in seeking to resolve difficulties between all parties involved according to their pastoral role.

ROLE OF YEAR HEAD AT LEVEL 2:

The year head will manage and investigate all referrals at level 2.

Investigation:

- The year head will review and investigate the incident, liaise with students, tutors, classroom teachers, SNAs and management in the course of their investigation.

Restorative Approach:

- Restoring relationships is at the core of the year head's practice. The year head will seek to support the student and the affected parties to come to a mutually acceptable resolution, to repair damaged relationships, and to facilitate the repairing of harm.

Sanctions

- The year head may issue sanctions if necessary, equitably and as appropriate:
- After-school 'official' detention.
  - o Takes place on Thursday after school for 30/50 minutes, depending on the severity of the incident and whether the student has attended detention when first arranged. (Should the student fail to attend, 50 minutes the following week)
  - o Letter sent home 24 hours in advance accompanied with a text message informing parents/guardians.
  - o Year heads refer to the detention coordinator who administer the detention.
  - o Once the detention has been administered and parents/guardians informed, the coordinator will inform the tutor in order for the tutor to support the student meeting expectations and avoiding repeated sanctions.
- May place a student on weekly report.
- Year head may recommend an internal suspension in consultation with management.
- Students at repeated risk of sanctions may be referred by the year head to the Student Support Team.

Collaboration

- Year heads will seek to collaborate with other year heads at weekly year head meeting to share good practice, share success and to plan for positive behaviour.
- Year heads may refer students to the Student Support Team for further collaboration and to seek a multifaceted approach to interventions.
- Year heads will review an individual report on student received from their classroom teachers in consultation with tutor before possible referral to the Student Support Team.

Contact home:
- The year head may phone home or request a meeting with parents.

Possible support interventions:
- Further interventions and supports could include supports such as 'Check and Connect', Why-Try resilience programme, support from guidance department, Home School Community Liaison, School Completion Programme, Guidance Team, Chaplain Team, Student Support Team, Psychological Support Services, SEN Department etc.

Refer and administer suspensions:
- Year heads will refer to and liaise with management in relation to Level 2 incidents of a particularly serious nature.
- If management decide that a suspension is necessary and warranted, it is the year head's role to administer the suspension, phone home, inform staff and arrange a reintegration meeting.
- During the suspension, the year-head will liaise with the tutor, management, and 'Student Support Team' to devise a plan of action for the student upon their return to school. This plan is disseminated to staff, and parents are informed.

ROLE OF MANAGEMENT AT LEVEL 2:
- Management will support and advise the year heads as the need arises regarding level 2 referrals.
- Incidents of misconduct which endanger or have the potential to endanger the health, wellbeing and safety of one or more members of the school community can be referred directly to management.
- Incidents where a student refuses to hand over a mobile phone to a teacher upon request are referred directly to the Deputy Principal and may result in suspension.

Suspension:
- Suspension is defined as "requiring the student to absent himself/herself from the school for a specified, limited period of school days."

- The Board of Management of a recognised school has the authority to suspend a student. Where this authority is delegated to the Principal, the delegation is done formally and in writing.
- The Principal after having been delegated that responsibility may decide to invoke the suspension policy and suspend a student because of a level 2 referral from the year head or because of an incident of serious misconduct.
- The decision to suspend a student requires serious grounds such that:
  - The student's behaviour has had a seriously detrimental effect on the education of other students.
  - The student's continued presence in the school at this time constitutes a threat to safety.
  - The student is responsible for serious damage to property.

- Having issued the suspension, the Principal will instruct the year head to administer the suspension and will liaise with the tutor, year head, and 'Student Support Team' to put a plan in place to support the student upon their return.
- Management will form part of the 'Student Support Team'
  - **The Principal can issue a suspension of up to 3 days, except in exceptional circumstances, where the Principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective.**
  - **If a suspension of longer than three days is being proposed, the matter should be referred to the BOM for consideration and approval, giving the circumstances and the expected outcomes.**

ROLE OF STUDENT SUPPORT TEAM IN THE LADDER OF REFERRAL:

The Student Support Team has strong links with the behaviour support system of our school.

Aims of the team:
- Meeting weekly to address, discuss and collaborate on student support referrals.
- Coordination of supports available for students in the school; SEN, Guidance, Year Head, Tutor, HSCL/SCP, Management etc.
- Promotion of shared responsibility and accountability across the whole-school community in supporting students according to individual roles.
- Facilitation of links to the community and other non-school support services.
- Seeking to enable students with support needs to continue to access a full education.
- Communicating and supporting staff to facilitate those students effectively.
- To ensure new staff are briefed about policies and procedures relating to student support policies and structures.
- To plan for effective interventions for students.

- To provide clarity and transparency relating to interventions, while maintaining student confidentiality.
- To support teachers relating to effective behaviour management.
- To advise school management on the development and review of effective student support policies and structures.

Membership of the Student Support Team

- Core members of the includes a member(s) of the management team, the Guidance Counsellor(s), Special Educational Needs Coordinator (s), Year heads/Tutors and the SPHE Coordinator. Other members include the Home School Community Liaison Teacher, the School Completion Programme Coordinator and the Chaplain (s), Teaching and Learning/Academic Tracking coordinator.
- Additional participation may be appropriate for others as necessary and as follows: Parents/guardians, representatives from outside agencies.

Student Support Team Referral Procedure:

Any teacher with a pastoral, behaviour or learning concern can refer a student to the Student Support Team by reporting their concern to the student's tutor. See example:

- Subject teacher informs tutor of a concern, verbally or by email.
- The tutor may suggest actions to be taken or may refer directly to the year head.
- The year head and tutor discuss actions to be taken and devise a plan for intervention.
- The year head may seek further advice at the year head team meeting or may refer at once to student support team.
- Before a referral can be addressed by the Student Support Team, the tutor will send an 'Individual Report Form' for completion by classroom teachers.
- The data collected will inform the discussion at the 'Student Support Team' meeting.
- **It should be noted that the Student Support Team is separate to the Care Team, which reviews concern of a particularly sensitive, confidential or serious nature.**
- **N.B. Any Child Protection concern, which a teacher, as a mandated person, believes reaches the threshold of harm, should be referred immediately and directly to the Designated Liaison Person (DLP) (Children First Guidance 2017)**

THE ROLE OF THE BOARD OF MANAGEMENT IN THE LADDER OF REFERRAL:

The Board of Management is ultimately responsible for the governance and direction of the school. The board must ensure that the Code of Behaviour is developed, after consultation with all the partners and is formally adopted at a Board Meeting. The Code should support the Board in their duty to provide a comprehensive and inclusive education.

Suspensions:

- Suspension is defined as "requiring the student to absent himself/herself from the school for a specified, limited period of school days."

- Where the purpose of a proposed suspension is clearly identified, and that purpose cannot be achieved in any other way, suspension can have value.

- Suspensions can provide a respite for staff and the student, give the student time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the student to change unacceptable behaviour.

- However, suspension can be counter-productive if used without a clear rationale or without measuring its impact and value. School management will always consider the risk of any unwanted outcomes from suspension, such as an increased sense of alienation from school that could lead to a cycle of behavioural and academic problems.

DDLETB hold the authority to suspend. This authority is devolved under section 44 of the Education and Training Boards Act 2013 by the ETB to the Board of Management of the school, bearing in mind all the relevant legislation. The Board of Management formally delegates that authority to the Principal formally and in writing on an annual basis. The Principal has the authority to suspend a students for up to 3 days. If a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.

However, a Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

The Board of Management under normal circumstances places a ceiling of ten days on any one period of suspension imposed by it.

The Board formally reviews any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998 (see 11.7 Appeals).

These provisions enable school authorities to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to an

appeal.

For more information in relation to the procedures in relation to Suspension please see the College Suspension and Expulsions Policy.

Expulsions:

In the case of schools and colleges established or maintained by an ETB, the ETB itself holds the authority to expel. That authority may be devolved under section 44 of the Education and Training Boards Act 2013 by the ETB to the Board of Management of individual schools.

The board has a key role in relation to considering expulsions. A 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 grounds for expulsion may be similar to the grounds for suspension. In addition, factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a serious of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

For more information in relation to the procedures in relation to Expulsion please see the College Suspension and Expulsions Policy.