



Salesian Secondary College, Pallaskenry.

CODE OF BEHAVIOUR FOR STUDENTS.

Preamble.

Our teachers, students and parents / guardians have rights and responsibilities. It is important for the smooth running of our Salesian school that tolerance should characterise all relationships in our school. Effective learning depends on an orderly atmosphere in which our students find encouragement to learn and have appropriate learning targets set for them. We want to promote and encourage all our students to become proactive, self-directed learners. In our school we want to promote a genuine interest in learning and we endeavour to create a positive learning environment where mistakes can be used to enhance learning experiences without undermining confidence. Our students are at the heart of everything we do. A good relationship between teachers and students makes it easier and more enjoyable for teachers to teach and for learners to learn.

Mission Statement.

We state our mission as follows:

“Salesian Secondary College is a voluntary, catholic, secondary school under the trusteeship of the Salesians of Don Bosco. Our school dedicates itself to educational excellence taking into account the uniqueness and complexity of each individual pupil. We strive to create an atmosphere where pupils are happy and thrive in an environment imbued with St. John Bosco’s three educational principles of Reason, Religion and Loving Kindness.”

The Mission Statement of our school is based on the three touchstones of the Salesian philosophy. St. John Bosco asked that we, who follow him, work through:

- ✚ Reason: because everybody has a need to be heard and when the young are heard and issues are explained, they respond positively
- ✚ Religion: because Faith gives us hope, meaning and a belief that there is somebody bigger than ourselves journeying with us in life
- ✚ Loving Kindness: because people respond to goodness and kindness. St. John Bosco constantly assured the young about the goodness and joy they had within them. He got an amazing response from them.

Working through reason, religion and loving kindness, we enable our College to be a school, a home, a parish and a playground for our all young people.

In order to achieve our mission, we aim to provide opportunities for students to:

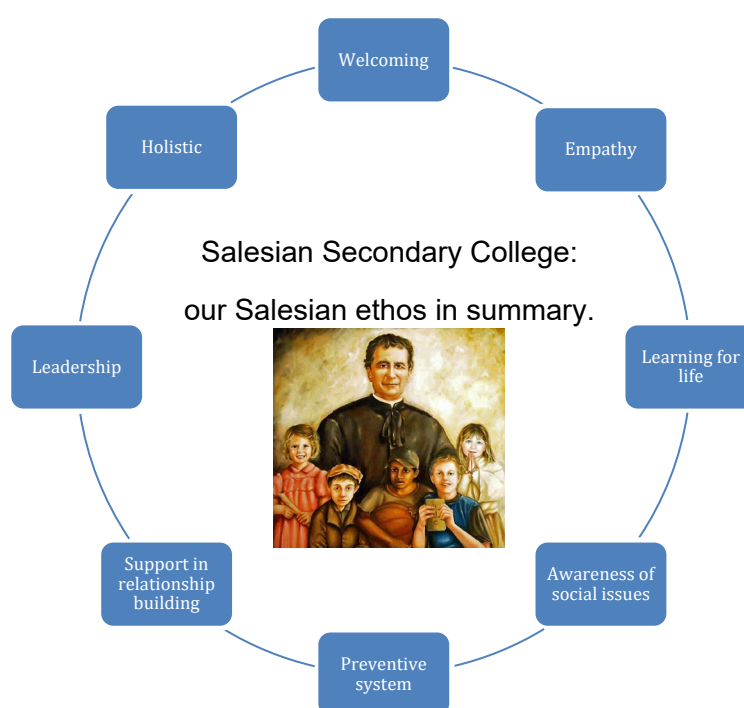
- develop each individual’s talents to the level of his / her personal potential for the benefit of community and society;
- gain skills, knowledge and understanding that will be of lasting value throughout their lives;
- develop the characteristics appropriate to a member of a Christian community, including those of mutual respect and concern for others, irrespective of race, colour, gender or creed;
- promote the physical and emotional well-being of students by developing self-esteem, personal responsibility and the ability to live and work with others;
- work with staff committed to these ideals.

The Salesian Ethos: How Don Bosco’s Preventive System informs our work.

Our school is based on the principles of the teaching of our founder, Don Bosco, whose Preventive System seeks to place the touchstones of reason, faith and loving kindness at the centre of our work.

Don Bosco’s Preventive System asks that we show mutual respect to each other, regardless of being adult or young person and regardless of being manager, teacher or learner. However, in allowing for the fact that people occupy different positions of authority in a family, school, community or workplace, Don Bosco’s Preventive System seeks to find a way to teach a young person how to communicate appropriately with a figure of authority, without loss of voice, dignity or sense of self.

In this regard, Don Bosco’s Preventive System and our Salesian Ethos share many areas of commonality with the principles of Restorative Practice and with the key life skills which are encouraged in our students through the Junior Cycle and beyond.



Leadership	We lead by example, showing students how to handle difficult situations. We encourage accountability. We show the student how to communicate effectively. We place emphasis on wrong doers taking responsibility and making amends
Support in relationship building	We try to show the students that the teacher values them as a person and allows them to see they are respected. We take the opportunity to enable the students to build just and caring communities We aim to heal or repair relationships We encourage a positive, mutually supportive learning environment, a focus on making, maintaining and repairing damaged relationships and developing social responsibility and a reduction in anti-social or disruptive behaviour
Preventive system	We open a conversation for students to communicate what they need to feel better in the class and to participate fully in future.
Awareness of social issues	We enable students to gain a new perspective to see a difficult / conflict situation from a different point of view. This allows the student to learn social skills and about the complexity of social situations.
Learning for life	We explicitly teach social skills to students. We provide the student with reflection skills to help them to understand how they feel and how they can prevent these situations in the future.

Empathy	We create caring climates. Educators are sensitised to students' needs and growth opportunities. We attempt to empathise with the student to understand him / and his / her needs fully. Wrongdoers understand their actions better in an attempt to prevent further disruptions.
Welcoming	We grow from an attitude of mindfulness, responsibility, empowerment and inclusion. We recognise values of respect, inclusiveness, collaboration, interconnectedness, diversity, individuality & wider group / community responsibility
Holistic	We allow students to analyse situations by giving them the questions needed to develop empathy. We provide the student with reflection skills to help them to understand how they feel and how they can prevent conflict situations in the future. We explicitly teach social skills to students.

Rationale.

This Code of Behaviour for Students was developed with reference to the NEWB Guidelines for the Development of a School Code of Behaviour. The policy exists within the framework provided by the 2016 and 2022 Looking at our Schools documents, our Child Safeguarding Statement and the 2017 Child Protection Guidelines. The policy also reflects our ratified Wellbeing Policy.

This policy exists in tandem with other school policies which relate to behaviour ie Mobile Phone Policy, Health and Safety Policy, Uniform Policy, Acceptable Use Policy, School Tour and Excursion Policy, Anti-Bullying Policy and Suspensions and Expulsions Policies.

This Code is designed with the behaviour of our students in mind. Standards of professional behaviour by teachers are determined by the Teaching Council of Ireland and referenced in the Salesian Secondary College Teacher Handbook.

This policy was developed to ensure safety and so as to create an orderly atmosphere (in which students can benefit from their learning experiences), which supports teaching and learning.

Scope.

This policy refers to all students of Salesian Secondary College. This also refers to students on exchange programmes and visiting students.

Our school respects, values and welcomes diversity across all nine grounds named in the Equal Status Act: gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community. In addition, we afford respect to permanent, temporary and visiting members of the school community. We welcome and value students of all ethnic backgrounds.

The Policy applies at all times during the school day, from 8am (when school opens) until 6.15 pm (when school closes on a normal school day). The policy also applies to students engaging in extra-curricular activities or who are on school business or school run events, which take place outside of normal school hours. (eg. Study, retreats, matches etc.) This policy applies on the school bus to and from school and school events.

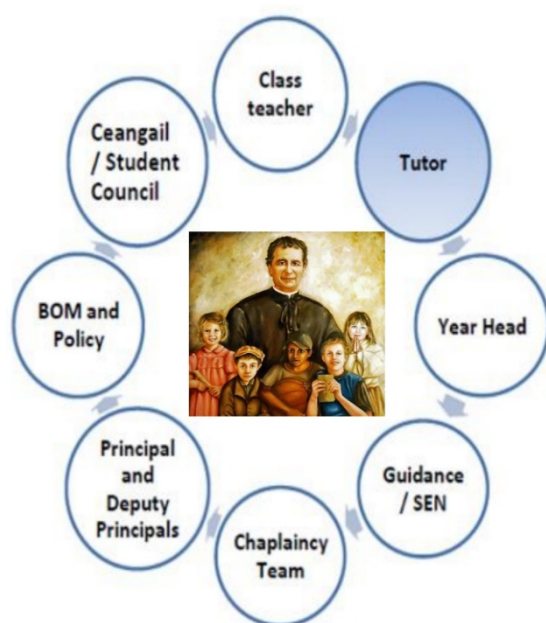
The policy may also apply to the behaviour of students outside of the hours mentioned above, if the behaviour impacts on the good reputation of the school, the school environment, the welfare of a staff member or on a situation which has already been managed at school level.

Visitors to the school premises or to school events are informed that this policy is in place.

This policy takes effect from the date of ratification.

Staff, students and parents / guardians were consulted in the development of this updated Code of Behaviour (2019). Sections of this policy have been rewritten by students and appear in appendices as our Student Charter.

The promotion of Positive Behaviour: Roles and Responsibilities.



Pastoral Care of Students is at the heart of school life in Salesian Secondary College.

We acknowledge the contribution of all members of our school community. It is everyone's responsibility to promote good behaviour and to show mutual respect for each other. We believe that all the stakeholders have a role to play in the promotion of positive behaviour and we each have roles and responsibilities within our school community.

There follows a list of the roles and responsibilities of the different members of our school community and an outline of the positive behaviours in each which we wish to encourage, for the benefit of the entire school community.

Students....

- do their best to uphold the Code of Behaviour and the spirit of the Code in school
- sign acceptance of the Code at the start of the school year
- are accountable for their behaviour, "own" their behaviour and commit to changing negative behaviour
- try to resolve disagreements, disputes and conflict with courtesy and respect for themselves and others, as this is the Salesian Way
- work to build positive relationships with others; try not to hold grudges
- co-operate with and participate in teaching and learning to the best of their ability
- are punctual for class and bring required books and equipment
- wear the school uniform and crest with pride, removing non-uniform items
- turn off mobile phones before the beginning of class
- sit in the seat assigned to them by the teacher; work with peers indicated by the teacher in group sessions
- appreciate and maintain the school environment, using bins for litter, and refraining from graffiti and vandalism
- respect the particular ground rules established for and directions given in the Hub, the Den, the kitchens, labs and other specialist spaces
- move in an orderly, safe way around the school
- make a genuine effort with work and attempt to catch up on work missed due to absence for extra-curricular or other reasons
- remain in school all day, unless signed out by a parent or guardian
- participate in the school's Physical Education programme; train and play if selected for a school team, representing the school with integrity

Student Council...

- encourages the opportunity to become involved in the Student Council for all students
- gathers and represents student voice in a meaningful way, so that students can feel included in decisions which affect them
- assists in the development of school policy
- advises members of the school's management teams of areas for school improvement
- communicates concerns in a timely way
- represents the student body through participation in public events

Teachers....

- believe in the potential of the students and, therefore, have high expectations of them
- work to build positive relationships with students
- respect confidentiality and privacy of students, where appropriate
- treat students with the high standard of courtesy and good manners that teachers expect of each other
- strive to enable all students to have equal access to the school curriculum
- facilitate a wide range of extra-curricular activities for students
- treat students as individuals, with their own unique personality and characteristics
- understand that some students have special educational needs and cater for them accordingly
- enable students to make positive contributions to school decisions via the Student Council and otherwise, through assuming a leadership role within their class, team or year group and through appropriate consultation
- attempt to understand the reasons why a student might display unwanted behaviour
- use classroom management techniques (eg seating plans or responses to negative behaviour / poor effort) to maximise learning potential in individuals, to avoid negative behaviour or to positively influence a learning atmosphere
- engage in professional planning and continuous professional development, in order to create orderly classrooms, where the learning potential of all is recognised and achievable, and to avoid the escalation of potential difficulties
- refer students to detention, according to the procedures outlined in appendices
- be a positive role model
- nominates members of the Board of Management
- refer concerns to the Year Head
- lead change where required

The SNA.....

- observes behaviour and communicates with the class teacher and AEN team if concerns arise
- assists the classroom teacher to keep a student "on task"
- encourages adherence to the Code of Behaviour; eg polite talk, remaining "in bounds", following directions
- assists with the follow through of interventions planned to modify behaviour

Class Tutors.....

- seek to build strong relationships with and to mentor their Tutor Class
- ensure that each student feels cared for
- monitor students' Journals
- communicate persistent behaviour concerns to the Year Head
- liaise with Year Head regularly, for the educational welfare of their class
- model the school ethos
- motivate students and build a sense of class pride
- praise effort and foster a belief in students that they can achieve their own, personal excellence

- communicate news and school notices to students
- support good attendance and punctuality
- encourage the development of self-care and study skills
- make formal referrals to Year Head, where concerns persist
- assist the Year Head in implementing interventions to support improved behaviour eg “On School Report”, “Effort Diary”
- lead change where required

Year Heads....

As educational leaders in teaching and learning and as holders of a significant management role in our school, the Year Heads

- take responsibility for the educational and pastoral welfare of a full Year Group
- liaise with Tutors and Deputy Principals regularly
- work collaboratively with each other to establish best practice
- follow through on Code of Behaviour interventions and sanctions
- communicate interventions and sanctions to relevant parties
- communicate persistent concerns and significant incidents to the Deputy Principals
- support families in difficulty and report to staff where necessary
- support vulnerable students and students at risk
- interpret new initiatives undertaken in the school in the context of their particular year group
- support Class Teachers in the execution of their pastoral responsibilities and in their role in this Code of Behaviour
- monitor and review progress of the Year Group
- help to build a positive spirit within the Year Group
- acknowledge and reward effort and achievement
- report developments at meetings of the middle management and senior management teams
- ensure that all school procedures and systems operate effectively in the Year Group
- refer concerns to the Principal and Deputy Principal Team
- lead change where required

Principal / Deputy Principals....

- uphold and follow through on Code of Behaviour, according to the principles of natural justice and due procedure, and monitor the Code’s role in the promotion of school improvement
- involve all the stakeholders in the development of policy and ensure that all stakeholders can fulfil their roles within the Code
- advise Year Heads on the proper application of the Code of Behaviour and support staff in managing concerns
- create an environment where staff and students engage in mutually respectful relationships
- seek to encourage positive behaviours and to find ways to enable all the stakeholders to do the same
- refer students to appropriate support services inside or beyond the school eg pastoral care team, school chaplain, Guidance Counsellor or outside agencies
- communicate with parents / guardians or outside agencies, as appropriate
- ensure the safe and appropriate use of CCTV cameras, which are installed as a security measure for all stakeholders
- ensure unbiased decisions, where this is necessary eg in the case of negative behaviour expressly directed at a member of the SMT eg period of reflection / guidance from appropriate sources
- report to the Board of Management on particular issues, as required by statute and according to guidelines issued by DES (suspensions, expulsions, issues that arise under child protection legislation, issues which arise under the school Anti-Bullying Policy etc)

- refer concerns to the Board of Management
- lead change where required

The School's Pastoral Care Team: Guidance Counsellor, Adult Mentors, Chaplain, Support Teachers / SNAs....

- support troubled members of the school community in times of need
- listen carefully and supportively; refer where appropriate
- liaise with appropriate personnel inside or beyond the school, in order to give assistance
- may assist in the application of behaviour modification programmes for students
- refer concerns to the Designated Liaison Person

Board of Management...

- ensures correct policy and procedures are in place across the school to promote the Salesian ethos, to promote learning, to support good behaviour and to respond to poor behaviour
- supports the Principal in the discharge of the Principal's duties
- acts and advises on serious breaches of Code of Behaviour, where appropriate
- leads change on policy and practice
- receives reports from the Principal on particular issues, as required by statute and according to guidelines issued by DES (suspensions, expulsions, issues that arise under child protection legislation, issues which arise under the school Anti-Bullying Policy etc)

Trustee Body.....

- seeks to establish the charism of the Salesian Order, founded to perpetuate the life, beliefs, values, vision and work of St. John Bosco, in the heart of our school
- nominates members of the Board of Management for this purpose
- supports the vision of stakeholders, as it pertains to the Salesian Ethos
- receives reports from the Board of Management

Parents and Guardians....

- are familiar with the Code of Behaviour
- check their child's Journal weekly to ensure that it is effectively used, to see how homework is managed and to check for communication from the school
- check VSWare regularly to keep up to date with attendance, behaviour and learning records related to their child
- ensure all contact details held by the school are up to date
- support and respect school decisions, acknowledging reference to properly ratified policy
- familiarise themselves with the ethos, culture, policies and procedures of the school
- encourage their child to have a positive attitude to their education and to their school
- ensure that their child attends school regularly and is punctual
- provide a suitable place for their child to study or enables attendance at evening study
- ensure that their child comes to school in full uniform and with correct equipment for school
- attend parent teacher meetings
- maintain regular contact with the school, arranging meetings with members of the school's pastoral teams when concerns arise
- communicate information of circumstances which impact on their child's behaviour, learning or health to a trusted staff member
- provide notes explaining absence or late / early arrival or departure in a timely way
- monitor internet use, so that excess use does not impact negatively on their learning or behaviour

- communicate concerns in a timely way
- gather as a Parents' Association to inform the development of school policy, to collaborate with staff and school management, to participate in activities organised by the Association, to receive reports from the Board of Management, to nominate members of the Board of Management

Encouraging positive behaviour:

We believe in our students and assert that each child has potential for greatness, which is not limited by his / her circumstances. This means that we have high expectations of our young people and wish them to behave in a way which maximises their potential and that of others.

We wish to encourage honesty, effort, friendly behaviour, kindness, respect for each other, citizenship, good attendance, safe play, decency, participation, growth, Salesian school spirit, courtesy, courage and resilience.

Responding to positive behaviour:

Acknowledging good behaviour builds self-esteem and encourages further positive behaviour. Such behaviour is rewarded in the following ways:

- Building trust and improving relationships
- Verbal praise in or after class
- Positive note on a piece of work presented
- Record of positive behaviour recorded on VSWare
- Written note in journal / letter home
- Mention in our Tutor News and school notices
- Christmas and Summer Reports
- Newsletters
- Inclusion in positive news stories and updates on our online profiles
- Recognition through our Don Bosco Merit System
- Annual rewards
- Class treats
- Directly from Teachers, Year Head, Deputy Principals and Principal
- Appointment to positions of responsibility

Discouraging Unwanted Behaviour

Adult or young person, we are all learning all the time. For a young person, part of learning is testing the waters, to see how acceptable one's behaviour is in different environments and with different people. Learning that certain behaviours are not acceptable is an important part of school life and prepares the young person for their adult lives. Learning how different people respond in different ways to our behaviour and accepting responsibility for how we make other people feel, is part of growth. Likewise, excusing or overlooking negative behaviour, or avoiding confronting negative behaviour leads to lack of stability and lack of resilience in the young person.

The school has a responsibility to respond to negative behaviour in such a way that the young person does not lose his / her dignity, can feel forgiven and free to start afresh. The young person may wish to deny his / her behaviour, not listen to counsel, feel uncomfortable with the conversation which occurs, angry, frustrated or overlooked. In times of conflict, adult and young person should each try to de-escalate a situation. This is a skill, which grows over time.

The school recognises that poor behaviour arises as a result of:

- Poor choices on the part of the young person; lack of life experience, a failure to think of inconvenience to others, risk or consequences; an inability to empathise
- Frustration, tiredness, boredom, fear, insecurity, anger, sadness, hunger, anxiety, stress, feeling disengaged, isolation, loneliness
- Health conditions or illness
- Lack of information or insight
- Finding school work difficult or overwhelming
- Difficult family or personal situations
- Misuse of technology; eg excessive or inappropriate use of the internet or mobile device
- Misuse of substances, including vaping

In all cases, the young person may still take responsibility for his / her actions, albeit while in need of support, care and kindness from the school community. While any of the above might explain the reasons behind poor behaviour, they do not justify poor behaviour.

Thus, for the young person, the moment of showing unwanted behaviour is an opportunity for:

- Acknowledgment
- Reflection
- Forgiveness, as this is the Salesian Way
- Growth

We wish to discourage any behaviour which interferes with learning or with building positive relationships. Specifically, the following are behaviours which we name as unacceptable in our school:

Poor Attendance and Punctuality:

- Lack of punctuality to school or to class
- Frequently being out of class; frequently seeking to go to locker / bathrooms / water fountain / offices / on a message etc
- Frequent absence from class to work on another subject or project, without the class teacher's permission
- Failing to follow correct procedures when arriving late or leaving early; persistent failure to present absence notes from home
- "Skipping" class or school
- Failure to make honest effort to engage in remote learning, when this is necessary

Interfering in the Learning Process:

- Persistent lack of attention to the teacher
- Persistent classroom disruption
- Persistent attendance at class without necessary gear, books or equipment; arriving without a school journal
- Reasonable attempt at homework not made (without a note from home)
- Persistent failure over time to make effort in class
- Persistently talking out of turn
- Interference with arrangements for remote teaching and learning
- Disruption of examinations or preparation for examinations

Damaging the Integrity of the School's Good Reputation:

- Incorrect uniform; wearing non uniform items or wearing no shirt
- Inappropriate use of technology
- Misbehaviour while on school trips or when representing the school
- Antisocial behaviour outside the school while wearing the uniform or associated with the school
- Use of language and behaviour which is intimidating or disrespectful of others; racist, homophobic or other offensive language or behaviour
- Inappropriate online behaviour, in which our school could be identified
- Malicious, dangerous or trouble-making behaviour which risks or has the potential to risk personal or public safety or cause significant inconvenience

Risks to Child Safeguarding and Health and Safety:

- Failure to follow instructions of a staff member
- Misbehaviour during fire drill; interference with emergency services, fire or safety equipment
- Interference with health and safety protocols and procedures
- Rough, boisterous play; risk taking
- Damaging water sources in the school: toilets, pipes, radiators, fountains
- Being out of bounds
- Being in a locked room / unsupervised area without permission
- Leaving or arranging to leave the school without the permission of a staff member, even with the permission of a parent / guardian
- Using high sugar, high caffeine foods and drinks or chewing gum
- Carrying or being in possession of an item which could be used to cause harm to another person or to property
- Smoking / vaping or using / supplying alcohol or other banned items or bringing such items to school
- Where, IN GOOD FAITH, concerns about a student's association with banned items arise, repeated failure on the part of the student to address the behaviours which might reasonably have given rise to these concerns may be grounds for suspension. Such behaviours should be identified clearly in advance for a student and parent / guardian and might include a combination of the following:
 - ✓ Being repeatedly out of bounds or in unsupervised areas (eg toilets)
 - ✓ Unusual behaviour observed eg unexplained agitation, restlessness, listlessness, inappropriate laughter or hunger etc
 - ✓ Unusual reliance on a mobile device
 - ✓ Associating with other students in whom these behaviours have been identified
 - ✓ Over reliance on non-uniform items of clothing
 - ✓ Refusal to display contents of pockets / locker / bag if requested
 - ✓ Persistent lack of punctuality without explanation
 - ✓ Persistent association with students outside his / her own year group

Lack of Respect for others:

- Swearing at another student
- Swearing at or about a teacher or other member of staff; foul language used in conversation with a teacher is totally unacceptable
- Threatening a member of the school community
- Making inappropriate comments about another member of the school community (verbal or written)
- Repeated teasing or slagging
- Bullying behaviour, as defined by the school's Anti-Bullying Policy
- Racist, homophobic and other offensive language and behaviour
- Physical intimidation; physical fighting; assault

- Interfering with another student's locker, school bag or belongings
- Theft
- Vandalism / graffiti / littering

Responding to Negative Behaviour.

Responding appropriately to unwanted behaviour enables learning and personal growth to take place. The ladder of referral progresses from the classroom teacher, to Tutor, Year Head, Deputy Principal, Principal and Board of Management. The Pastoral Care Team and SEN Team also play a vital role in responding to unwanted behaviour.

School responses to negative behaviour exist on a spectrum, the response given depending on the seriousness or frequency of the unwanted behaviour.

Acting in loco parentis, the use of a physical intervention by a staff member may be necessary in exceptional circumstances to prevent an injury to a student or others.

1. Behaviour managed at classroom level.

In the first instance, a skilled teacher will establish his / her own expectations of behaviour for his / her own students, according to his / her teaching personality, subject needs, age / learning profile of the students, or according to the location or type of classroom in use. It is in the best interest of the students that standards are clearly identified in advance and that the teacher's response to unwanted behaviour is predictable. A teacher should have recourse to his / her own classroom strategies before needing to draw upon the more formal measures outlined in this Code.

A skilled teacher will use a number of ways to engage the young person, when behaviour is unwanted.

- Informal talk with the student: eg "How are things with you?" "Do you need some support?" "Your behaviour interrupted the learning today." "That's not your usual form." "Can I help you?"
- Assign particular seating; alter seating before or after an incident occurs or to remove temptation and break up potential "flash points"
- Negotiate "Ground Rules" for a classroom, lesson or activity
- Name the unwanted behaviour when it occurs; refer to the expected behaviour instead
- Praise the opposite behaviour to the unwanted behaviour being displayed
- Give a verbal warning or correction and say what behaviour is required (do this in class or in private, using careful judgement as to what is most appropriate at that moment)
- Written note in journal / phone call home
- Extra work, related to the lesson, given
- Privileges withheld in the classroom
- Non-verbal responses: eg standing near the unwanted behaviour, making eye contact with the student when the behaviour occurs etc
- Seeking assistance from a colleague during a "flash point"
- Removal to a secure location of non-uniform items or mobile phone (see Uniform and Mobile Phone Policies)
- Referral to the Year Head

The teacher should record unwanted behaviour in the teacher's log / VSWare.

Inappropriate measures include “class punishments” and lines or sanctions which belittle the student in any way. Asking a student to attend the offices for the Deputy Principals’ supervision is a short term, emergency measure.

A student who disagrees with a teacher’s correction or sanction escalates conflict by arguing or challenging the teacher. A student who disagrees with the teacher’s view should wait until the end of class to raise his / her concerns, so that the matter can be discussed calmly, with each person having an opportunity to speak, without interrupting the learning of others. Alternatively, the student is invited to raise concerns about sanctions issued with the Year Head later.

If, over time, a student continues his / her unwanted behaviour, despite the teacher’s repeated use of his / her own classroom management techniques, the teacher may refer concerns to a parent / guardian over the telephone or by arranging a meeting. The teacher will inform the Year Head of such action and this will be recorded.

A classroom teacher has recourse to Detention, according to the protocols referenced in appendices here, if his / her classroom management techniques do not bring about a change in behaviour.

2. Referral to the Year Head.

The Year Head’s role is primarily to guide the young person towards improved behaviour through the use of:

- Conversation
- Telephone or written communication with a parent / guardian
- Meeting with a parent / guardian
- Referral to school based behaviour modification programmes eg Friends for Life, “Effort Diary”, “My Targets Diary”, a period of being “On Report”, “Behaviour Contract”, “Discussion Document” etc
- Withdrawal of privileges
- Withdrawal of permission to attend out of school activities or trips, if a health and safety concern exists (see Excursions Policy)
- Fine for damage to property or for theft
- Lunchtime detention (after the student has had time to eat a lunch): parent / guardian will receive a text message or note in the journal (See Detention Protocols in Appendices.)
- After school detention, on a specified date. This is a very serious sanction which is notified in writing and in advance to the parent / guardian (See Detention Protocols.) The school gives this sanction in the knowledge that this sanction affects an entire family and commits to negotiating terms which suits the family. Repeated failure to attend after school detention is referred to the Principal.
- Referral to the Deputy Principal team

In order to support the student, referral to the Pastoral Care Team, Guidance Counsellor, SEN Team, SNA Team, Chaplain or outside supports may be appropriate and may help to find a way of changing behaviour.

3. Referral to the Deputy Principal Team and Principal.

The Deputy Principals are kept informed by the Year Heads of all issues arising out of the implementation of the Code of Behaviour. In turn, the DP Team will keep the Principal

informed, as appropriate. When warranted, the DP Team will intervene and will assist in finding ways to bring about improved behaviour, through the use of:

- Conversation
- Withdrawal from lessons (temporary)
- Withdrawal from a particular subject (temporary)
- Change of class at an appropriate time of the year
- "Time out"
- Lunchtime detention (as above)
- After school detention (as above)
- Recommendation of Suspension to the Principal, as per ratified Suspensions Policy
- Use of Behaviour Modification interventions (as above)
- Referral to the school Psychologist (NEPS; for behaviour or learning concerns), to the Educational Welfare Officer (Tusla; for attendance concerns) or to Duty Social Work (Tusla; for Child Protection concerns.)

Refusal, on the part of the student or his / her family, to accept sanctions agreed in this Code of Behaviour is a serious issue and will merit a higher level sanction. For example, a student who repeatedly fails to attend lunch time detention will receive an afterschool detention.

Appeals are made to the next in line on the ladder of referral.

Suspensions and Expulsions Policy.

The school has a ratified Suspensions and Expulsions Policy, which are incorporated as part of this Code of Behaviour. In addition, new Detention Protocols will be ratified prior to the commencement of the 2019-20 school year.

The terms for appeals are outlined in each policy.

Lists of appendices:

- **Agreement to Uphold the Code of Behaviour / Student Charter.**
- **Template of Incident Record**
- **Detention Protocols**
- **Reflection Document**
- **Code of Behaviour: The Student's Charter**
- **Covid Response Plan reference**

List of associated policies (the list is not exhaustive)

- **School Tour and Excursion Policy**
- **Uniform Policy**
- **Anti-Bullying Policy**
- **Pastoral Care Policy**
- **Substance Misuse Policy**
- **Mobile Device Policy**
- **Child Safeguarding Statement**
- **Acceptable Use Policy**
- **Suspension and Expulsion Policies**

Appendix 1.

Salesian Secondary College



AGREEMENT TO ABIDE BY THE SCHOOL CODE OF BEHAVIOUR / STUDENT CHARTER

I have read and agree to be bound by the Code of Behaviour, available on the school website, and the Student Charter in this Journal.

Student Signature: _____

Date: _____

I have read and agree to support the Code of Behaviour / Student Charter.

Parent Signature: _____

Parent Signature: _____

Tutor's Signature: _____



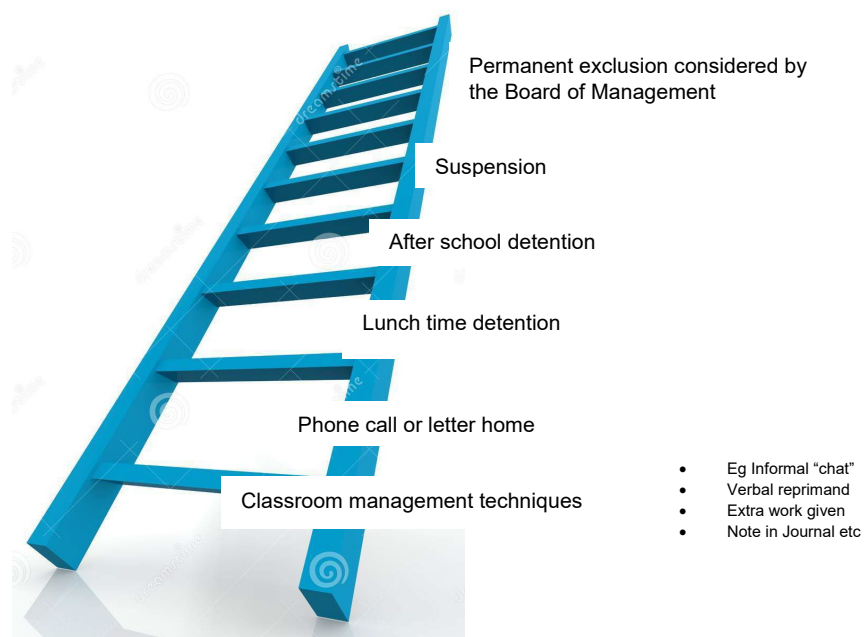
Salesian Secondary College.

Responding to Negative Behaviour: Detention.

Detention is a sanction which exists in many schools around the country. In Salesian Secondary College, we regard detention as a sanction which is given for persistent or serious misbehaviours. Behaviours which might merit detention are:

- Persistent failure to make reasonable and fair efforts at classwork or homework
- Repeated disruption of the teaching and learning process
- Repeated failure to bring materials / uniform / texts to class
- Ongoing lack of punctuality
- Once off incidents of a more serious nature eg skipping class, being out of bounds, undermining a teacher etc

Detention exists within a range of responses to negative behaviour, all of which start on a pastoral level with the classroom teacher. The sanction issued in school reflects the nature of the unwanted behaviour, the frequency of the use of the sanction and the number of students who receive the sanction.



1. What happens before a Detention is given?

The classroom **teacher** will record minor incidents in his / her notes and may note same in the Student Journal.

The **teacher** should use his / her own classroom management techniques to address concerns.

For repeated minor incidents (eg failure to make reasonable attempts at homework, failure to bring required materials / uniform to class), the classroom **teacher** will inform the Year Head of his / her intention to issue a detention, should behaviour not improve. This is to enable the exchange of full information.

Before a detention is finally decided, the **teacher** contacts home, through the school app or by phone call, to alert parents / guardians to the concern and to inform them that a detention *may* issue if behaviour does not improve.

2. Who refers students to Detention?

The classroom **teacher** is well placed to observe patterns of negative behaviour in his / her own subject. A classroom teacher, having attempted unsuccessfully to bring about a change in behaviour through his / her own classroom management techniques, may refer a student to a lunch time detention.

The **Year Head** may refer a student for lunchtime detention if he / she becomes aware (eg through conversation with the Class Tutor) of a pattern of behaviours building across a number of subjects. (The Tutor does not issue detention; he / she monitors the Journal and keeps the Year Head informed of concerns.)

Any member of staff may refer a student to a lunch time detention for a once off, more serious behaviour, in consultation with the Year Head / a Deputy Principal.

The **Year Head, Deputy Principals or Principal** refer a student to after school detention.

3. How is the Detention communicated?

Having agreed with the Year Head that detention is appropriate:

The **teacher** informs the student that he / she must sit a lunchtime detention (and the date of the detention).

The **teacher** records the student's name in the Detention Log.

The **teacher** assigns a piece of work to be completed during detention. If the detention is given because of concerns across a number of teachers, a reflection task may be set (see appendices.)

The **teacher** issues a standard Letter of Detention to the parent / guardian. The **Year Head** and the student counter sign this letter, enabling a conversation to take place about why the detention is given, what can be done to improve behaviour or to hear the student's perspective. The **Year Head** retains a copy of this letter on file. The letter may be replaced in time by a message through the school app.

In the case of an after school detention, some negotiation as to the date of the detention may be required. However, the student's family has a responsibility to enable the student to attend after school detention, as such sanctions are not given lightly.

The Year Head is always informed when a lunch time or after school detention is given.

4. How is Detention run?

Lunchtime detention (half hour) is held weekly. Afterschool detention (up to 2 hours) is held periodically, as required.

Students who are unable to attend detention must notify the teacher in advance, bringing a note from home (a phone call from a parent / guardian to the school office will suffice / use of school app.) The **teacher** will arrange an alternative date.

Students are given time to eat and use the bathroom before attending lunchtime or afterschool detention.

It is the student's responsibility to attend detention punctually on the date set and to bring writing materials, if a written task has been set.

Detention takes place in a suitable classroom or the Study Hall, under the supervision of a Deputy Principal or other (volunteer) member of staff. The **supervisor** assigns seating and ensures that work set is attempted by the student. The **supervisor** collects work at the end of detention, for collection by the **teacher** later.

The **supervisor** will inform the teacher who assigned the detention of non-attendance at detention (email). The **teacher** will address this with the student and will assign a new date.

Occasionally, it will be appropriate for the student to assist in an area of the school as a detention task. This will be by agreement and supervised.

The **teacher** will refer repeated failure to attend detention to the Year Head. The **Year Head** will address this with the student and may consider further or more serious sanction,.

The **supervisor** informs the Year Head of misbehaviour at detention. Again, the **Year Head** will address this with the student and may consider further or more serious sanction.

Salesian Secondary College

Reflection Document

Please fill in the following document as thoroughly and carefully as you can. This will be passed to your Year Head and will be saved in your school record file. It may be used as the basis for a discussion to help you avoid further detentions.

Name	Year	Date
<p>You have been given a sanction in school this week. Please say what sanction you have been given and why.</p>		
<p>Have you discussed this issue fully with your family? How did this make you feel before, during and after this discussion?</p>		
<p>Did you discuss this issue fully with the school? (Who?) How did this make you feel before, during and after this discussion?</p>		

In the table below please consider the impact of your actions on both yourself and other people (consider other students (who?), teachers (who?), other staff (who?), and parents (who?))

People affected by your actions	Impact of your actions on this person
Me	

In the space below, please indicate how you can make up for the impact your behavior has had on other people. Why might it be difficult for you to follow through on this? What kind of supports could help you?

In the space below, please outline what you can do to avoid getting into difficulty in this way again. What help do you need to follow through on this plan?

In this space, please try to write down how this difficult incident could be used in your life to help you continue on your journey towards being the adult you will become.

In this space, you can write down some of the really great things you have done in school this week, that make you feel proud of yourself.

Have you anything else you would like to say now? (Use this space to communicate some of the more difficult things you would like to say in connection with this event.)

Student signature:

Staff comments:



Salesian Secondary College, Pallaskerry.

Student Behaviour Charter.

Preamble.

Salesian Secondary College's Code of Behaviour for Students was reviewed and updated by staff, students and parents during the 2017-18 and 2018-19 school years. The new Code was ratified in June 2019. It is a very long document for all members of the school community and is available on our school website. During the review, students and teachers wanted to rephrase sections of the Code in student-friendly language. So, a group of students drafted this **Charter**, which appears as an appendix to the Code of Behaviour and in the Student Journal.

The Salesian Ethos: How Don Bosco's Preventive System informs our work.

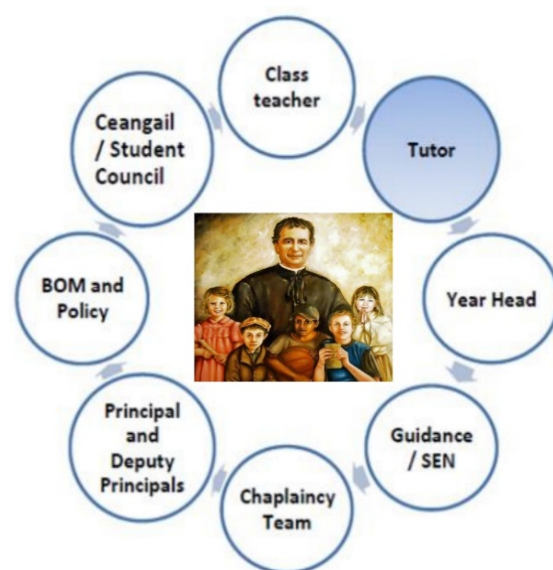
Our school is based on the principles of the teaching of our founder, Don Bosco, and his Preventive System. The Preventive System asks that we all show **mutual respect** to each other. Don Bosco asked that we work in reason, religion and loving kindness, so that our College can be a school, a home, a parish and a playground.

The promotion of Positive Behaviour: Roles and Responsibilities.

Our school encourages honesty, effort, friendly behaviour, kindness, respect for each other, citizenship, good attendance, safe play, decency, participation, growth, Salesian school spirit, courtesy, courage and resilience. Here is a list of the positive behaviours which we wish to encourage, for the benefit of the entire school community.

Students, you have the responsibility to....

- Agree to of the Code at the start of the school year
- Do your best to follow Code of Behaviour in school
- Own up to your behaviour; agree to change negative behaviour to positive behaviour
- Try to resolve disagreements, disputes and conflict with courtesy and respect for yourselves and others, as this is the Salesian Way.
- Do not say anything bad to or about people, try to be friendly towards as many people as possible; do not hold back
- Listen and cooperate with your class, i.e. listen and ask questions
- Be on time for class with the correct books and equipment needed for class - you should get what you need for class at break time or before 8.55.
- Wear the correct school uniform with crest. Facial and tongue jewellery are not permitted, as they are not uniform items
- Turn off mobile phones before the beginning of class
- Sit in the seat assigned to you by the teacher
- Keep the whole campus of the school clean and use bins (including on buses to and from school or on trips)
- Respect the particular ground rules established for the Hub, the Den, the kitchens, labs and other specialist spaces
- Move calmly and in a safe way around the school to avoid injury / falls
- Make an honest effort to catch up work that you have missed due to being absent or missing class for a school activity (match, trips et.); ask your friends or the teacher for notes / homework
- Attend school all day; only a parent or guardian can sign you out
- Participate in PE (including sports events) and, if you are picked for a school team, train and attend
- When you commit to extra-curricular activity, stick to it!



Student Council...

- is open to everyone, and encourages people to join
- gathers and represents student voice, so that students can feel included in decisions which affect them
- contributes in the development of school policy, eg our Code of Behaviour and this Charter
- tells members of staff about areas for school improvement
- brings up issues quickly to their mentor teachers or school management - solutions can be suggested also when the issue is highlighted
- represents the student body through participation in public events

Teachers, Tutors, Year Heads, the Principal and Deputy Principals, the Pastoral Care Team, the Board of Management, the school Trustees and Parents / Guardians also have roles and responsibilities. These are outlined in the full Code.

Discouraging Unwanted Behaviour

Our school recognises that poor behaviour arises as a result of:

- Poor choices on the part of the young person; a failure to think of risk or consequences; an inability to empathise
- Frustration, tiredness, boredom, fear, insecurity, anger, sadness, hunger, anxiety, stress, loneliness
- Health conditions or illness
- Lack of information or insight
- Finding school work difficult or overwhelming
- Difficult family or personal situations
- Misuse of technology; eg excessive or inappropriate use of Internet or mobile device
- Misuse of substances (drugs, alcohol, smoking - including vaping)



In all cases, students may still take responsibility for their actions, albeit while in need of support, care and kindness from the school community. While any of the above might explain the reasons behind poor behaviour, they do not justify poor behaviour.

We discourage any behaviour which interferes with learning or with building positive relationships. Specifically, the following are behaviours which are unacceptable in our school:

Poor Attendance and Punctuality:

- Being late to school or to class
- Frequently being out of class; frequently asking to go to locker / bathrooms / water fountain / offices / on a message etc.
- Frequent absence from class to work on another subject or project, without the class teacher's permission
- Failing to follow correct procedures when arriving late or leaving early (signing in); phoning or texting home without a teacher's permission; persistent failure to present absence notes from home
- "Skipping" class or school

Interfering in the Learning Process:

- Persistent lack of attention to the teacher and /or peers, as this is disrespectful

- Persistent classroom disruption
- Persistent attendance at class without necessary gear, books or equipment; arriving without a school journal
- Fair and reasonable attempt at homework not made (without a note from home)
- Persistent failure over time to make effort in class
- Persistently talking out of turn
- Disruption of examinations

Before Making a Choice,

Ask Yourself...



Damaging the Integrity of the School's Good Reputation:

- Incorrect uniform: wearing non uniform items or wearing no shirt
- Inappropriate use of technology
- Racist, homophobic or other offensive language or behaviour
- Misbehaviour while on school trips or when representing the school
- Antisocial behaviour outside the school while wearing the uniform or associated with the school
- Inappropriate online behaviour in which our school is identified

Risks to Child Safeguarding and Health and Safety:

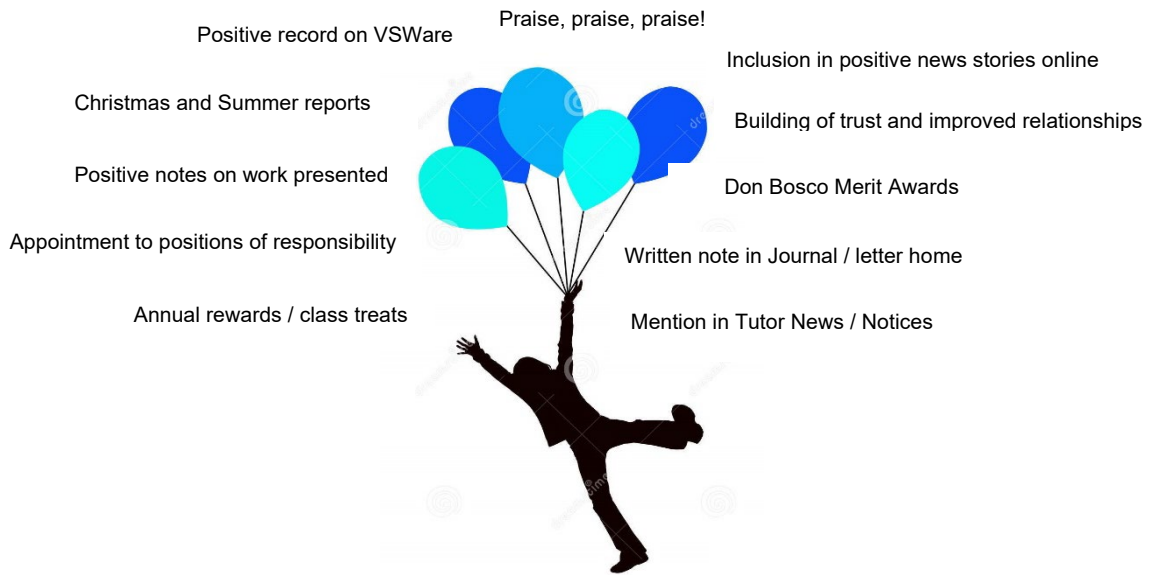
- Failure to follow instructions of a staff member
- Misbehaviour during fire drill
- Interference with fire or safety equipment
- Littering on the campus, in classrooms, on buses or in places visited by students
- Being out of bounds
- Chewing gum, using high sugar, high caffeine foods and drinks
- Smoking / vaping or using alcohol or other substances or bringing such items to school
- Rough, boisterous play; risk taking
- Interfering with arrangements in place for health and safety purposes eg signs, fire alarms, sanitisers
- Leaving or arranging to leave the school without the permission of a staff member, even with the permission of a parent / guardian
- Where concerns about a student's association with banned items arise, failure on the part of the student to address the behaviours which might reasonably have given rise to these concerns may be grounds for suspension.

Lack of Respect for others:

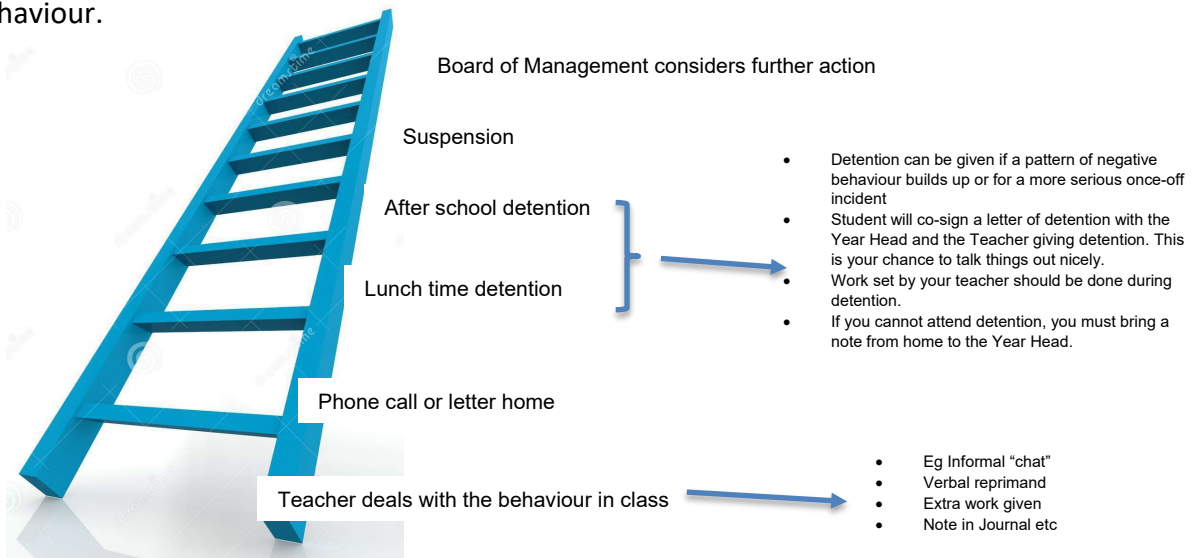
- Swearing at another student
- Swearing at or about a teacher or other member of staff; foul language used in conversation with a teacher is totally unacceptable
- Threatening a member of the school community
- Making inappropriate comments (orally or in writing) about another member of the school community
- Repeated teasing or slagging
- Bullying behaviour, as defined by the school's Anti-Bullying Policy
- Physical intimidation; physical fighting; assault
- Racist, homophobic or other offensive behaviour
- Interfering with another student's locker, school bag or belongings
- Theft (school property or others')
- Vandalism (such as graffiti)
- Interfering with / damaging water sources around the school (toilets and fountains)

Responding to Positive and Negative Behaviour in Salesian Secondary College.

Acknowledging good behaviour builds self-esteem and encourages further positive behaviour. These are the ways our school responds to positive behaviour.



Everyone makes mistakes and we are all learning all the time. Everyone gets forgiven in our school, as that is the Salesian Way. These are the ways our school responds to repeated negative behaviour.



Remember: This is a summary of sections of our Code. Please see the school website or app for the full Code of Behaviour for Students.

Salesian Secondary College



AGREEMENT TO ABIDE BY THE SCHOOL CODE OF BEHAVIOUR / STUDENT CHARTER

I have read and agree to be bound by the Code of Behaviour, available on the school website, and the Student Charter in this Journal.

Student Signature: _____

Date: _____

I have read and agree to support the Code of Behaviour / Student Charter.

Parent Signature: _____

Parent Signature: _____

Tutor's Signature: _____



Addendum to Code of Behaviour in Response to the Covid 19 Pandemic.

August 2020

Salesian Secondary College is committed to providing for a safe and healthy teaching and learning environment for all members of the school community. To this end, and in response to the implications for student behaviour which the 2020 Covid 19 pandemic creates, the Board of Management has agreed the following addendum to our Code of Behaviour. This addendum should be read in conjunction with the School's COVID-19 Response Plan.

The guiding principle behind safe Covid Care is personal responsibility. Students are required to exercise care for self and consideration for others. Students who do not exercise due care will be asked to adapt their behaviour. Sanctions may occur, at the discretion of the Principal and Deputy Principals, if lack of care is considered reckless or if the behaviour poses a risk to the health, safety and welfare of the student or other members of the school community.

Face coverings:

- All students will be provided with two free school face masks. There will be a fee to replace the school mask if lost or damaged. Any student who wishes to purchase additional school masks may do so through the school App. The school mask is the only mask which may be worn in school.
- Students are advised to observe public health guidelines as they relate to the wearing of masks.
- The school mask is compulsory for all students. Students who cannot wear a mask for medical reasons are asked to provide a medical certificate to this effect. Students who cannot wear a mask may wear a clear visor, without markings of any kind. This will not be provided by the school.
- In the event that medical advice for a student is that neither a mask nor visor is appropriate for a student, this student must remain at home until it is safe to attend school without a mask or visor.
- Visors / masks must be worn indoors at all times.
- A mask must be worn on the school bus.
- Tampering with the face covering of another individual is strictly prohibited.
- The face covering is not to be used to mask poor behaviour eg name calling, disrespectful commentary etc

Social Distancing:

The school recognises the challenges which social distancing guidelines place on students and teachers. Teenagers thrive in each other's company. Teenagers enjoy close contact with classmates, friends, team-mates and teachers. We look forward to the lifting of social distancing restrictions, when it is safe to do so, according to public health guidelines.

While social distancing guidelines remain in place:

- Students must respect the 1m social distancing guideline, 2m where possible.
- Out of bounds areas must be strictly observed.

- Students must maintain social distancing outdoors and wear a mask / shield where this is not possible.
- Students are required to follow all instructions of staff (and school bus providers) as they pertain to social distancing.
- Students are to make their way directly to their designated zone on arrival to school.
- Students must remain in their designated learning zone. Students may not move into another year group's zone.
- Students are designated entrance and exit routes and toilets. These are to be observed.
- Physical distancing between the teacher and class should be observed.
- Students may not move furniture which has been placed in such a way as to respect social distancing.
- Students must not interfere with or alter signage. Any student doing so will face a serious sanction up to and including exclusion/expulsion.

Personal belongings.

- The school uniform remains compulsory. Students may not attend school without correct school uniform, even when uniform items are being washed at home (on weekends or PE days). For the duration of this crisis , students may wear PE gear to and from school on PE days
- Students are responsible for the safe care of all personal belongings.
- Lost property will be disposed of; there will be no collection point for lost property.
- Students may not use lockers while these are out of bounds during this pandemic crisis.
- Students must not share any items, for example: pens, rulers, calculators, books, water bottles, etc.

School attendance.

Good attendance and punctuality remain a priority for all students of Salesian Secondary College. However:

- No student may attend school if unwell or if any members of their household are unwell with symptoms consistent with Covid-19.
- Parents / Guardians should not allow a child who complains of symptoms consistent with Covid 19 to attend school. Specifically, Parents / Guardians are asked NOT to send students to school if they are asking to stay at home, as the school will not have the capacity to manage large numbers of students requesting collection.
- Any student who complains of symptoms of Covid-19 at school should bring this to the attention of the Principal or Deputy Principal promptly. This student will be isolated, as per public health guidelines and the school Covid Response Plan. A Parent / Guardian will be required to collect the student immediately and consult their GP.
- A student who complains of illness during the school day, where symptoms of Covid 19 are not expressly indicated by the student, will be brought to Reception and arrangements will be made for the immediate collection of the student by a Parent / Guardian.
- Students who make false or exaggerated claims of feeling unwell place huge stress on the system and minimise the ordeal which genuine cases face. Time wasting or scare mongering will not be tolerated and will be subject to sanction.

- Students returning from absence are OBLIGED to send a note explaining absence to the school, through the school App. Failure to do so will incur a sanction.

Hygiene and Etiquette.

- Any behaviour deemed to be inappropriate or disrespectful with regards to any member of the school community and Covid-19 may incur a serious sanction up to and including exclusion / expulsion.
- Students must follow all Covid 19 return to work protocols and procedures as issued and adhere to changes which may need to be made from time to time.
- Any student spitting or coughing at another member of the school community will face a serious sanction up to and including exclusion/expulsion.
- Hand sanitisers, soap and hand towels should only be used for the purpose intended. Any student found using these items in an inappropriate manner will face a serious sanction up to and including exclusion/expulsion.
- While hand sanitiser and hand towels are provided, students are advised to bring personal hand sanitiser and a face cloth (for hand drying) to school for their own personal use.
- Social distancing, hand hygiene and good respiratory etiquette should be observed by all students. (Good respiratory etiquette means covering your mouth and nose with a tissue or your bent elbow when you cough or sneeze.)
- Students are advised to wear finger nails short and not to apply false nails during this time, for hand hygiene reasons.
- Students should observe “traffic” arrangements which are in place for the safe passage of all members of the school community on the corridors, classrooms, at entrances and exits and outside.
- Students may not tamper with signage, dispensing units, hand washing facilities in any way.