

ÉRIU Community College

Code of
Positive
Behaviour
(PBC)
Academic
year
2022-2024

Chairperson of BOM:



Date: 19th May 2022

Review date June 2024

Positive Behaviour Code – Ériu Community College

Introduction:

Ériu Community College Vision Statement:

In partnership with students, parents and staff, Ériu Community College is dedicated to nurturing innovative, compassionate and responsible leaders of tomorrow. We provide a supportive, academically challenging and digital savvy environment in a community of life-long learners where we expect the highest standards.

Underpinning and clarifying this vision statement are Dublin and Dún Laoghaire Education and Training Board (DDLETB) core values and our core professional purpose goals which permeate every aspect of life in the college.

The Foundation Pillars of Ériu Community College:

The following 4 statements outline the college's Core Professional Purpose

- Celebrating the diverse and unique identities of all students, placing them at the centre of the learning and teaching, committing to make a positive difference to the lives of all students
- Empowering students with the knowledge, skills and capability to be caring and valued members of society and leaders of learning
- Excellence in teaching and learning, providing an inclusive, high quality and holistic educational experience in a IT-driven community
- Working together in a democratic way with students, parents, staff and members of the local community area to build a learning school environment by encouraging partnership and participation at all levels.

Rationale: The Purpose and Context of this code:

To fulfil the above and in acknowledgement of our collective responsibility, this Positive Behaviour Code (PBC) is formulated in accordance with NEWB Guidelines and to comply with all statutory and legislative requirements.

Partnership:

The Board of Management, Staff, Parents and Students of Ériu Community College acknowledge and accept their collective responsibility to act in a manner that promotes a positive, mutually respectful and tolerant school environment.

Scope:

This Positive Behaviour Code encompasses the day-to-day procedures and protocols: (a) specified in the student School Journal summary (b) appended to this document, and (c) that may be developed and augmented from time to time. Its' remit is always when the student is:

- At school, representing the school or wearing the school uniform.
- Travelling to and from school.
- Associated with the school.
- Outside of school time where the conduct of a student affects the welfare of a member/members of the school community or brings the school into disrepute.

Goals/Objectives:

This Positive Behaviour Code sets out to:

1. Enable the Senior Leadership Team to carry out their responsibility to maintain a positive learning environment in an orderly, transparent and good-disciplined manner.
2. Ensure that the school's high expectations regarding the behaviour of all our community are widely known and understood.
3. Encourage and reinforce good behaviour; self-respect, respect for others, respect for property, respect for the school environment and responsibility for actions carried out.
4. Promote a school environment that is conducive to excellent learning and teaching in which every student can benefit from and make a full contribution to the life of the college.
5. Enable students to play an active part in formulating and regularly reviewing the **Student Charter (Appendix 1)** thus encouraging them to take personal responsibility for their behaviour.

Supports, Structures and Procedures to Promote Positive Behaviour:

Restorative Practice and Justice:

Ériu Community College prides itself in aspiring to be a Restorative Practice college.

We value challenge and accepts it as a learning opportunity.

We value restoring relationships when poor decisions are made.

We value respect and taking responsibility in all that we do.

There is a schedule of training for staff and students on Restorative Practice techniques.

A Restorative Approach...

- Encourages students to understand the impact of and appreciate the consequences of their actions.
- Provides an opportunity for those harmed by another's actions to share their personal experience.
- Requires students to be accountable for their actions.
- Encourages respect for all concerned and develops empathy for others.
- Views conflict as opportunities to learn through problem solving.

School Journal:

Our School Journal informs students and parents of our expectations in relation to student behaviour and provides easy access to essential 'General School Information and Procedures'. It is also a method of communicating with parents regarding matters that pertain to our Positive Behaviour Code,

e.g. it is a record relating to 'Behaviour' (positive and negative), 'Absences', 'Classwork /Materials/Homework', 'Uniform / Mobile Phones / Electronic Devices', etc. These records require parents to sign / countersign them, thus explicitly inviting them to both support our Positive Behaviour Code and to be actively involved in its administration.

VShare:

The school's information portal which is used to store all reports and data held by the school on the students. It will be used as a communication tool for all stakeholders.

Ériu Community College Student Charter: (See Appendix 1)

This is a core component of our Positive Behaviour Code. This Charter will be formulated primarily by the students and teaching staff, audited and amended by representative members of the Student Body (Student Council and Staff Council). It will be displayed in prominent areas of the school. This Charter will be reviewed on an annual basis.

Monitoring Student Behaviour - Roles and Responsibilities:

Behaviour Reports constitute a modulated and progressive recording of positive and negative behaviours. They provide opportunities for students to discuss both positive and negative behaviours with their teachers and class tutors and with their Clan Leader (Ceannaire) and to work towards obtaining more positive reports with fewer or no negative comments. Reports are discussed by Clan Leader (Ceannaire) and the Senior Leadership Team.

Clan System:

As Ériu Community College develops we will introduce Vertical Tutoring. This means that instead of Year Groups we will have Clans. A Clan will be made up of a number of students from each of the year groups.

Upon arrival in Ériu CC each student is assigned to one of the five Clans and remains a member of that Clan throughout his or her stay. Therefore, a Clan will be comprised of 1st, 2nd, 3rd, 4th, 5th and 6th year students.

The Clan system encourages a sense of belonging and strives to eliminate the anonymity associated with the larger group. It affords each student the opportunity to contribute positively to the life of the College. The positive behaviour and contribution of each student is accumulated both for the student and for his or her Clan.

Each Clan will be named after a significant person or animal from ancient mythology.

Class Tutors:

Class Tutors play a critical part in fulfilling the school's mission to provide a caring, inclusive environment for our students through their special care of one class group. Class Tutors are assigned to each class group at Junior Cycle. Thereafter, Clan Leader (Ceannaire) and Programme Co-ordinators assume responsibility for full year groups.

Guidance Counsellors / Learning Support / Resource Staff also apply their expertise and specialist training to facilitate optimal learning and best behaviour.

Clan Leader (Ceannaire):

A Clan Leader (Ceannaire) takes the role, on behalf of the school community, of overseeing the welfare of a Clan so that learning at every level for the student is supported. The Clan Leader (Ceannaire) supports the Class Tutor and Subject Teacher in responding to the general welfare needs of their students. Clan Leader (Ceannaire) will co-ordinate the setting of structures for students whose conduct is unacceptable in order that the student may adjust their behaviour to a positive pattern. Clan Leader (Ceannaire) may request support from parent/guardian and/or Student Support Team/Guidance Counsellor in promoting appropriate conduct, supporting individual or group welfare needs, or addressing inappropriate behaviour. Clan Leader (Ceannaire) have access to all relevant information pertaining to their student group in order to fulfil their role.

Student Support Team:

To support and assist the implementation of this policy. The Student Support Team includes:

- Guidance Counsellor(s)
- Resource Teaching Coordinator
- SEN Coordinator
- Clan Leader (Ceannaire)
- Class Tutors
- Pastoral Care Coordinator
- Deputy Principal(s)
- Principal

The Student Support Team's role is to support learning and teaching through the provision of appropriate supports and interventions as required. These supports are co-ordinated by the Pastoral Care Coordinator. To facilitate this work, this team will communicate through a regular programme of meetings.

The various roles of Guidance Counsellors, Resource Coordinator/Learning Support Coordinator and their interventions/programmes in the Pastoral Care of school students, are detailed in the specific policies governing these particular aspects of school life.

Assemblies:

Assembly takes place for all Clans at 8.50am every morning. Each Clan will have a specific Assembly day. Assembly places the focus strongly on positive behaviour and student achievement. It is customary for students to present topics, areas for discussion and updates on events. These must be given to the Clan Leader two days ahead of the assembly. Assemblies are an opportunity for school management to recognise student achievement at all levels. At certain times it will be more appropriate to have students of the one-year group together to have an information meeting on specific topics for them, eg. CAO, Examinations etc. These information meetings will be kept to a minimum.

Suitable Curriculum / Classroom Management:

We constantly evaluate the curriculum provided in our school particularly for students. We modify the curriculum and seek to provide additional programmes to ensure that each student flourishes in a productive and encouraging environment. Teachers constantly evaluate their classroom management and teaching strategies to improve the learning environment for all students and to help minimise instances of unacceptable behaviour. School Management regularly arranges in-school CPD and/or encourages teachers to get involved in CPD to improve their teaching strategies.

Student Council (SC):

The Student Council gives an important, empowering role to our students. They meet once a week before the college opens. It is the student elected, democratic voice. Elections will take place before the end of September. It provides the opportunity for students to give their opinions, to initiate improvements, to liaise with school management, to advocate on behalf of all students. The SC has a positive impact on the life of our school community. For example, the SC will play a formative role in the formulation of the Student Charter.

Parent Council (PC)

Parents play a pivotal part in promoting positive behaviour in the college. We acknowledge the excellent behaviour of students. We acknowledge the contribution of parents to the review of

this PBC; their daily signing of the 'Homework Section' of the School Journal; their daily checking of their son's/daughter's School Journal; their notifying the school when their son/daughter is absent; their reading and discussion of The Student Charter with their sons/daughters from time to time; their ensuring that their sons/daughters comply with the rules/procedures/protocols set down in all relevant school policies but particularly in the Student Charter; their prompt communication with the school when matters relating to breaches of our PBC come to their attention.

Ériu Community College Parent Charter (Appendix 2) clearly amplifies the expectations and responsibilities of parents. This will be reviewed and amended annually at the first Parent Council meeting of each academic year in consultation with the Senior Leadership Team.

Teaching our Positive Behaviour Code (PBC):

Our Positive Behaviour Code (PBC) expresses the kinds of behaviour and relationships that create a positive environment for learning and teaching which in turn creates a happy environment for the whole school community. It is expected that students, parents/guardians will uphold the high standards outlined in this Positive Behaviour Code and create and maintain a pleasant environment by committing themselves to the following:

- At the beginning of every school year the students will be reminded of the school's expectations in terms of behaviour, rules, academic standards, student awards, rewards and consequences. This will occur in assemblies, tutorials, SPHE and CSPE.
- Students and parents will be expected to read and sign the Positive Behaviour Code in the Student Journal. These signing signals that the entire Positive Behaviour Code (PBC) was reviewed by students and parents together.

The effective operation of the Positive Behaviour Code is only possible by setting out clearly the school rules and guidelines for the benefit of each family. Such rules provide guidance for the student and facilitate the daily operation of school life. Underpinning all aspects of the college's Positive Behaviour Code and the policy on suspension and expulsion is the protection of these rights:

- All students have the right to work in a secure environment that is conducive to learning.
- All students and staff members have the right to be treated with courtesy and respect.
- All students and staff members have the right to be treated in an honest, courteous, respectful and co-operative manner.

In protection of these rights:

- Staff members ***expect students to follow instructions*** when implementing college and class rules and policies.
- Staff members ***expect students to follow instructions*** when issuing instructions relating to health and safety.

A Positive Focus in Ériu Community College with Restorative Practice

We always aim to be positive in our approach, to notice and reward good behaviour rather than take it for granted. Staff members believe that everyone should have equal access to rewards and all student endeavour is acknowledged in our school, not just academic ability. Everyone responds to the right kind of reward. Teachers use a range of rewards to promote good behaviour where appropriate.

Systems for acknowledging good behaviour, progress, and effort:

We monitor the behaviour and progress of all students regularly and acknowledge improvement/excellence through:

- Weekly review of the journal by tutors
- Positive notes in the student journal by tutors and subject teachers
- Regular Tutor meetings for all tutor groups
- Detailed written feedback at formal Parent Teacher meetings
- Assessment reports after Term 1, 2 and 3
- Achievement Awards ceremonies in December and in June
- College Cards used by tutors and subject teachers
- Reward schemes eg; Smile File Programme in 2nd Year
- An emphasis on acknowledging good work done in all assessment of student work
- Student of the Month/Class of the Month/Most Improved Student at Assemblies

Expectations for Students, Staff and Parents and how they will treat each other:

Our college is a place where people will treat each other with respect. Each staff member, student and parent is valued for what they bring as a unique individual to the learning partnership we have developed.

We work together to ensure that:

- Each student in our care is happy, secure and learning effectively.
- Each staff member feels supported and valued by colleagues, parents and students.
- Each parent feels welcome and included in our ongoing dialogue about their child's learning.

Where parents/students can get help if problems arise:

Students:

If a student is anxious or worried about anything, they should approach the following people:

- Class Tutor
- Subject teacher
- Learning Support Teacher if appropriate
- Language Support teacher if appropriate
- Guidance Counsellor if they wish to speak in confidence
- Clan Leader/Deputy Principal/Principal

In fact, a student may approach anyone they feel comfortable with. Any member of staff will be able to advise and support the student and help them access whatever other support may be appropriate.

Parents/Guardians:

- We encourage contact from parents/guardians on any matter relating to a student's general progress or ability to learn effectively.
- A parent who has a query or anxiety about their son/daughter's progress should contact the relevant tutor or Clan Leader and once a meeting is arranged come to the college to discuss the matter.
- Parents/guardians are also very welcome to speak to Learning or Language Support staff.
- Parents/Guardians are also welcome to speak in confidence to our Guidance Counsellor about any matter.
- We will be very happy to help a parent/guardian access support from appropriate outside agencies where possible and applicable.

When and where behaviour will be subject to the Code:

Students will be expected to adhere to our Positive Behaviour Code when engaged in any school activity in the college building, on the college grounds or outside the grounds.

The Positive Behaviour Code will apply fully to students representing the college in all school tours/trips, extracurricular activities or competitions, or on fieldtrips with college staff.

We expect students to show the highest level of respect to each other and to members of the community as they travel to and from the college daily. Our Code will be implemented where necessary to these incidents but not just exclusive to these. (See Policy on School Trips/Tours and Exchanges).

The College reserves the right to investigate and take disciplinary action, where appropriate, in the case of behaviour that occurs outside of the school but impinges on the health welfare and safety of members of the school community.

School Work

- Students are expected to be attentive, to behave in a positive manner and to participate in class-work: this includes the responsibility to have class materials as required.

Classroom Code

- Arrive to class on time and line up in an orderly fashion, one shoulder nearest the wall facing the direction of the door of their classroom
- Have books and equipment for class
- Do not eat or chew in class
- Have homework done/have your best effort to show your teacher
- Sit quietly in your allocated seat
- Remain seated unless given permission by your teacher
- Take out your journal, books and homework promptly
- Listen attentively during class
- If you want to speak or to ask a question, please raise your hand
- Be respectful when addressing your teacher or fellow students
- Participate in all class work
- Make sure you note all homework carefully in your journal
- Pick up any paper/rubbish on or under your desk
- Tuck your chair/stool neatly under your desk
- Wait at your desk until given permission to leave
- Put any rubbish into the bin as you leave
- The College has a system in place to track and monitor student progress to ensure that students are reaching their potential. Students are expected to set their own targets with the guidance of their teacher. Homework must be completed.

Uniform:

- Students are expected to be clean and neat in dress and appearance
- Complete school uniform, as set out in the uniform policy, is to be worn in school, on the way to and from school, on school business or when representing the school.

- Inappropriate hairstyles and jewellery and any other non-school clothing is not to be worn or brought to school. See school's **Uniform Policy**

Property:

- All property should be stored in rented lockers
- The school cannot accept responsibility for lost or stolen property or for property confiscated due to a breach of the school rules.
- All property should carry the student's name. (e.g. coats)
- Malicious or intentional damage to property e.g. graffiti will have to be made good by the student responsible.

Mobile Phones and Electronic Devices.

There are very strict rules in force regarding mobile phones. See schools **Mobile Phone and Electronic Devices Policy**.

Jewellery

- One piece of jewellery may be worn and a watch. Facial piercings are not permitted. One stud worn in the ear lobe is acceptable. Additional jewellery will be confiscated and kept in the school until the end of term unless collected by a parent/guardian at the front office during office hours.
- Items not collected by parents/guardians will be returned to the students at the end of term only.

Student Journal

- Must be kept by student at all times
- Replacement of the Student Journal costs €20.
- The Students Journal must not be defaced.
- Must be signed by parents/guardians each night.
- Whereas every attempt will be made by subject teachers to ensure that students record all homework and study assignments in their journals, it is the responsibility of the students to ensure that this is done properly. Parents are expected to check and sign student journals every night and to report any concerns to the school regarding the level of homework being given to students.
- Parents are asked to ensure that all students devote adequate time to homework. Homework includes written work and study. There is never a day when a student has no homework. It may happen from time to time that a student will have no written work, but there is always study to be done.

Health and Safety

Every member of our school community has a responsibility to take the greatest care in upholding the Health and Safety of everyone in the school. As a reflection of the school's role in *loco parentis*, the school authorities have absolute discretion as to whether to seek urgent, professional help (such as calling an ambulance or a doctor) when it is apparent that anyone on the school premises may need such help. In this context, "school authorities" will be interpreted to mean any member of staff.

Movement around School/Safety

- Students must walk **NOT** run and keep to the right of the corridor.
- To minimise class disruption students are expected to use toilets before/after school and during break if possible. Only in exceptional circumstances will students be allowed out of class.
- Toilets are not to be used during changeover of classes.
- Any student leaving school outside of the normal times must sign out at the office and must have prior permission from the Clan Leader (Ceannaire). Failure to do so will be taken very seriously, under health and safety guidelines, and will result in a suspension.
- **FIRE DRILL REGULATIONS MUST BE STRICTLY OBEYED.**

Emergency Regulations:

Emergency Drill Practice takes place in Ériu Community College once a term. When this occurs, staff and students are asked to evacuate to building in an orderly fashion in case of fire or other emergencies.

Students are reminded that interference with the Fire Alarm or Equipment is a serious offence.

On hearing the fire alarm, students should;

- Stand up in silence under the teacher's request, leaving all property in the classroom (locked by teacher on exit).
- Follow all instructions given by the teacher.
- Walk quickly and quietly in single file from the classroom to the Assembly Point *marked on the individual poster at the back of each classrooms door.*
- At the assembly point, line up in alphabetical order in their class group.
- If alarm goes off between classes or when no teacher is present, the class should proceed to the assembly point for their year group, as outlined and join their Tutor or Clan Leader (Ceannaire).
- If a student is not in class when alarm sounds they should proceed immediately to the Assembly Point and join their class group.

Games, Sports and Extra-Curricular Activities

- All students **must** participate fully in PE classes unless exempted by a Doctors Certificate. Full PE gear must be worn.
- Those honoured by being chosen to represent the school must make themselves available to participate.
- Only in exceptional circumstances, or as a disciplinary measure, will students be excused from outings, field trips or excursions.

Inappropriate, Unacceptable Behaviour and Consequences

Unacceptable standards and inappropriate behaviour which is non-compliant with this PBC have to be recognised. Violence, physical or verbal, is not accepted within the school, when students are coming to or going from school or on a school outing. The following are expressly forbidden:

- The possession or use of tobacco, alcohol or other intoxicants/dangerous substances
- Persistent disruptive or negative behaviour and a persistent negative attitude towards studies/class/individuals
- Vandalism
- Substance misuse

- The possession of dangerous objects, weapons, lighters, fireworks or harmful substances
- Smoking or the consumption of alcohol
- The possession or use of bangers
- Abuse of teachers/other members of staff or other students.
- Threatening or violent behaviour, bullying, the deliberate use of foul language or gestures, intimidation, sexual harassment directed at teachers or fellow students, will not be tolerated.
- The matter will be investigated, parents will be contacted and appropriate action will be taken.
- Should the nature of any serious incident be such this it is **considered a health and safety issue** the student will be suspended from the school, parents will be contacted and asked to remove the student immediately. The matter will be investigated, parents will be contacted and appropriate action will be taken.

Bullying

- The College's Policy Statement on Bullying in accordance with the Department of Education Guidelines is set out clearly in the Policy Booklet. As a new DDLETB college we are creating an online Policy Booklet as a reference point for Policies in the Ériu CC.

Suspension or Expulsion

Suspension will be considered as a response to a student's behaviour if;

- the student's behaviour has had a serious and 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.
- the student has engaged in an incident of serious misconduct.
- the student is a threat to good order in class/the teaching and learning environment.
- the student is a threat to the safety of other students and staff.
- the student is a threat to the right of other students to learn in a calm atmosphere.

Substance Abuse

The Board of Management wishes to stress to parents, guardians and students that the possession of illegal substances while in school or on school related activities is totally banned and that students who knowingly have illegal substances in their possession face expulsion from the school. This includes:

- The possession, use or supply of illegal drugs or substances.
- Students involved in any of the above or who in any way facilitate or support the above shall also be held responsible and sanctioned accordingly. The matter will be investigated, parents will be contacted and appropriate action will be taken.
- The school will provide whatever support or advice it can to parents who may have to deal with a problem of substance abuse in the home. (See Substance Abuse Policy)

Student Support

- In general, the school will seek to modify unsatisfactory behaviour using the positive restorative steps and supports such as the Pastoral work done by the Clan Leaders, the Care Team Group (which consists of the Clan Leaders, the Guidance Counsellor, the

Class Tutor, the Deputy Principal), SPHE class and less serious sanctions whenever possible.

- The services of the Guidance Counsellor, professional DDLETB psychologist and other relevant external agencies may be utilised to the greatest extent possible in seeking to improve behaviour and rehabilitate students to help them to readjust to school life.

The school endeavours to use a restorative approach to deal with behavioural and disciplinary issues with students. However, in the event of a serious incident consequences apply as per the Positive Behaviour Code.

Levels of Intervention:

Support for all: Teachers are responsible for the management of the students in their classroom. Minor misdemeanours and inappropriate misbehaviour (e.g. no books, incomplete homework, etc) are dealt with by the class teacher.

Additional Support: If students require more active intervention to help them manage their behaviour additional supports are put in place for them including the following:

- Referral to another adult or teacher who can work with the student
- Referral to a member of the Student Support team (which consists of the Clan Leaders, the Guidance Counsellor, the Class Tutor, the Deputy Principal)
- Setting targets for behaviour and monitoring them with the student in a supportive way.
- Behaviour contracts
- Involvement of parents/ Guardians
- Referral to an external agency if necessary
- Using Restorative Practices and FRESH Values
- Daily Report

Specialised support for a small minority of students:

- Many students who display challenging behaviour and may have great difficulty learning new behaviour may find it difficult to respond to some interventions. These students are referred to the various teachers; Clan Leaders and Guidance services where appropriate.
- The school also endeavours to contact the relevant external agencies including Foroige.

Attendance and Punctuality

Procedures for notifying the college about reasons for absence from school:

- All student absences must be explained by the parent/guardian. A note should be placed in the 'Absence Notes' section of the college journal. Extended absences should be covered by a medical certificate.
- All absences will be noted in VS Ware by the class tutor.
- Attendance reports will be made by the college to the NEWB three times during the college year.
- Any student with 20 cumulative day's absence will be reported to the NEWB.
- The college may contact parents/guardians in cases of unexplained student absence from school. The college strongly encourages daily attendance in school, as an essential part of students' preparation for academic success.
- We actively discourage absence for social reasons. The college will not accommodate or make special arrangements for students who travel abroad before the end of the

Christmas term or the summer or other breaks or who take time off for other social activities.

- Students should be in the school building by 8.40 a.m. for Tutor Time at 8.50 a.m. Parents will be informed when there is a consistent pattern of late coming. Students who arrive late are required to sign in at the main Office. In the event of a student being absent a text message will be sent home by the Office staff.
- All students must remain in the school grounds from 8.40a.m. to 3.28 p.m. (except Wednesdays 8:40 -1.58 pm).
- All absences, including half days, must be explained by letter from parents to the Tutor/ Clan Leader. If a student is absent for more than three school days or it is anticipated that he/she will be absent for more than three school days, parents are requested to inform the school immediately.
- When possible, medical and dental appointments should be made outside of school hours. On return to school a student should give a note to his/her Clan Leader or Tutor explaining his/her absence. It should be noted that the school is obliged, under the Education and Welfare Act, to report those students who are absent from school for more than 20 days in the school year to the Educational Welfare Board.
- Requests for permission to leave school during school hours must be in writing from the parents to the Clan Leader. All students must 'sign out' at the office before leaving the school.
- All notes are verified by Clan Leaders/Deputy Principal or Principal before student leaves school.
- Students must not leave the school without permission from their Clan Leader (Ceannaire), Deputy Principal or Principal and signing out at the front office.
- If a student leaves school without permission, it is a Health and Safety matter and parents / guardians will be contacted and the student will receive a sanction.

Late Entry to Class

- Students arriving late for class must produce a note of explanation from the teacher who detained them detailing the reason for their lateness.

Detention

- Detention is given for a series of unexplained poor decisions. It is a last resort to help the student prevent further progressing up the Restorative Steps and incurring more serious consequences.
- Students may, at the discretion of their teachers, Tutor, Clan Leader be detained after school up to 30 minutes, with parent's prior permission.
- Students may, at the discretion of the Deputy Principal or Principal, be detained for up to 2 hours. Parents/Guardians must be contacted to confirm same day after school detention. Otherwise at least 24 hours prior notice of any detention must be sent to parents, through the journal or phone call. This will be recorded in the student journal and VsWare.
- Failure to follow explicit instructions about detention will result in a 1-day suspension and the detention must be completed once the student is back in school.

Suspension of Students

- The authority to suspend students has been delegated by the Board of Management to the Principal in accordance with the EWB Guidelines. **See Suspension and Expulsion Policy.**
- The Principal has authorised the Deputy Principal(s) to suspend students for up to 1 day.
- The Principal is authorised by the Board to suspend a student up to three days.
- The Principal reports all suspensions to the Board of Management and to the NEWB in accordance with the NEWB guidelines (Education Welfare Act, 2000, section 21 (4), (a)).

Expulsion

- The Board of Management reserves the right to expel a student who puts the health and welfare of other students or staff at risk, or any student who engages in persistent or serious misbehaviour which undermines the ethos of the school, undermines the education of other students or undermines the work of the whole staff.

Who to contact about Behaviour Issues:

Parents/guardians may contact the following staff members in case of a concern about behaviour issues:

- Class tutor
- Clan Leader
- Deputy Principal
- Principal
- Guidance Counsellor
- Learning Support/Language Support staff

It would be normal for parents to begin by calling the class tutor and to consequently move up the system to reach the Principal if needed. Guidance Counsellor and/or Learning Support/Language Support staff may be contacted if the issue pertains to those areas.

The Plan for reviewing the Positive Behaviour Code

As part of the Development Planning process Ériu Community College will monitor, review and evaluate this policy and all related work and procedures on an ongoing basis to ensure legal compliance and the maintenance of best practices.

Day to Day Positive Behaviour Steps and Procedures:

The Ériu Community College Positive Behaviour Code (PBC) Operates on a four-step system. Students will be given the opportunity to modify their behaviour as they move through the behaviour steps. This code is predicated on positivity, personal responsibility, natural justice and restorative practices. We will engage with parents at all times as primary educators of our students.

Code of Positive Behaviour Steps:

In Ériu Community College, we use a respectful and problem-solving approach to dealing with issues. We are learning to build and restore relationships daily.

Each Step begins again at the beginning of each term. There are 3 terms in a school year.

On every step of our Positive Behaviour Code, the first things to happen are as follows:

- 5 Notes + extra work
- Behaviour Reflection Form to fill out at home/or at school
- 5 Notes + extra work

Process	Restorative Approaches
Step 1 <ul style="list-style-type: none"> • On Behaviour Review Report for 10 days 	<ul style="list-style-type: none"> • 1 to 1 meeting with teacher/tutor • Behaviour Reflection Form • Collaborative problem solving
Step 2 <ul style="list-style-type: none"> • Circle Meeting with parent/guardian • Restorative conference with Positive Behaviour Team to discuss behaviour • On Behaviour Review Report for 10 days 	<ul style="list-style-type: none"> • 1 to 1 meeting with tutor • Behaviour Reflection Form • Circle Meeting with Parent/Guardian • Restorative conference with Positive Behaviour Team
Step 3 <ul style="list-style-type: none"> • On Behaviour Review Report for 10 days • Circle Meetings with parent /guardian every week to discuss Behaviour Review Reports • May have a Restorative Practice conference to outside agencies Your file may be referred to the Board of Management 	<ul style="list-style-type: none"> • 1 to 1 meeting with Tutor/Clan Leader (Ceannaire) • Behaviour Reflection Form • Circle Meeting with Parent/Guardian with help from others if necessary • Restorative Practice conference with outside agencies
Step 4: <ul style="list-style-type: none"> • Behaviour Reflection Form to fill out at home/or at school • On Behaviour Review Report for 10 days • Circle Meetings with parent/guardian • Your file will be brought to the Board of Management. • You may be asked to leave the college (Suspension/Expulsion) 	<ul style="list-style-type: none"> • 1 to 1 meeting with Management • Behaviour Reflection Form • Circle Meeting with Parent/Guardian • Restorative Practice conference

We are learning to know; learning to do; learning to be and learning to live together in our positive college community.

ÉRIU COMMUNITY COLLEGE

Relationship Building Teachers' Sheet

FAIR RESPECTFUL ENGAGING SAFE HONEST

Students Name: _____

Rang: _____

Date: _____

Teacher: _____

Time: _____

What happened? (Factual Statements) _____

How Many of our steps have you used so far to solve this issue? On a scale of 1 to 5 (1=low, 5 =high)

1. I was calm and respectful

- I modelled the FRESH Values 1 2 3 4 5
- I was mindful of my tone 1 2 3 4 5

2. I used a de-escalating strategy such as:

- An affective statement _____
- I allowed "take-up time" 1 2 3 4 5
- I stayed with the primary behaviour 1 2 3 4 5

3. I clearly outlined the student's choice and what would occur if they did not comply:

- I avoided a power struggle 1 2 3 4 5
- I offered them an exit plan 1 2 3 4 5
- I empowered the student to solve this problem by _____

4. I followed through on outlined consequences/limits:

- I asked the student to move to neighbouring class
- I gave the student an RP reflection sheet to fill in
- I gave the student meaningful work to complete
- I asked the student to meet me at lunchtime at the office
- I used restorative questions
- I had a restorative agreement with them (copy given to Tutor/Clann Leader)

It aimed to _____

Restorative agreement was broken by _____

I phoned parents in relation to this issue.

We agreed to by _____

I wrote out a note in the student's journal (Include wording here)

I used another follow through such as: _____

Signed: _____ Date: _____

FAIR RESPECTFUL ENGAGING SAFE HONEST

Student Behaviour Reflection Sheet

Name: _____

Date: _____

What Happened?

When and where did it

Who else was affected?

Why did it happen?

How I felt after my actions?

When I made this choice, I was not demonstrating

Respect ☐

Co-operation ☐

Honesty ☐

Compassion ☐

Kindness ☐

Responsibility ☐

Other: _____

Why was this behaviour not acceptable?

I think those affected might feel (circle those that apply)

Angry, Lonely, Embarrassed, Annoyed, Enraged, Frustrated, Sad. Other

Because ...

To make the situation better now, I will:

I suggest the following as a consequence for my actions:

Next time I am in this situation, I will ...

Student: _____

Teacher: _____

Parent / Guardian: _____

Appendix 1: Ériu Community College Student Charter:

This is a core component of our PBC. This Charter was formulated primarily by the students and teaching staff and audited and amended by representative members of the Student Council (SC). It will be displayed in prominent areas of the school. This Charter will be reviewed on an ongoing basis.

Student Draft Charter

Your life at Ériu Community College provides access to unique academic and personal development experiences. Studying at Ériu Community College is an exciting new venture for all students – whether you are entering directly from primary school or transferring from another post primary school.

It is our mission that throughout your student experience with us, you will experience a vast array of opportunities and challenges which will enrich you as an individual.

We are committed to augmenting educational, personal and professional developmental opportunities for all our students in a welcoming, progressive and dynamic environment.

We take great pride in preparing you for your future path, wherever that path may lead.

We cannot do this on our own. In order to reach your full potential, it is your responsibility to engage fully in student life at Ériu Community College.

We have created this “Student Charter” in liaising with the Students’ Council. It is designed to provide a framework which will help steer you along **YOUR ÉRIU COMMUNITY COLLEGE JOURNEY** and make the most of your education experience.

You Can Expect	We Expect of You
1. To be supported both academically and personally, to help you complete your studies.	1. That you take responsibility for your own learning and personally contribute towards creating an environment which is conducive to learning for all.
2. To be provided with a state of the art learning environment to help you achieve your potential.	2. That you attend, in full uniform, and take part in all classes and activities.
3. To be given timely and appropriate feedback on your academic progress (School Report).	3. To complete, to the best of your ability, all your homework and study for required exams.
4. That every member of the school community will be courteous, respectful and professional at all times.	4. That you respect and embrace the diversity of the staff and student population of which you are a part of and behave in a dignified manner at all times.
5. To be offered a broad range of extra-curricular opportunities to enhance your personal and professional development. This will encompass social, cultural and sporting	5. That you explore the extensive range of extra-curricular activities available and use the school facilities with respect and consideration for others.

activities as an integral part of school life.	
6. The highest standards in school policies and procedures.	6. That you make yourself familiar and comply with the rules and regulations of the school.

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Appendix 2: Ériu Community College Parent Charter:

This draft Charter clearly amplifies the expectations and responsibilities of parents.

ÉRIU Community College

Parent Draft Charter

Parents/Guardians of students at Ériu CC can expect:	Parents/Guardians of students at Ériu CC are expected to:
<ul style="list-style-type: none">• To play an active role in the development of school policies.	<ul style="list-style-type: none">• Encourage and support your child and the school, positively.
<ul style="list-style-type: none">• To have access to all data relevant to their child.	<ul style="list-style-type: none">• Attend meetings at the school which concern your child.
<ul style="list-style-type: none">• An environment that encourages the sharing of issues and concerns.	<ul style="list-style-type: none">• Support the principles of Attendance and Punctuality.
<ul style="list-style-type: none">• That your concerns will be dealt with professionally and sensitively.	<ul style="list-style-type: none">• Ensure that your child is in full school uniform on a daily basis.
<ul style="list-style-type: none">• To participate in a properly constituted Parents Association.	<ul style="list-style-type: none">• Monitor internet and mobile phone usage and the school journal.
<ul style="list-style-type: none">• To be greeted at the school in a cordial and professional manner.	<ul style="list-style-type: none">• Sign your child's student journal on a weekly basis.• Promote the interests of Ériu Community College in the wider community.
<ul style="list-style-type: none">• To be informed and consulted where appropriate.	<ul style="list-style-type: none">• Listen to both your child and to the school when issues arise.• Inform the school of any change of circumstance which may impact on your child at school.
<ul style="list-style-type: none">• An atmosphere of tolerance and respect for diversity.	<ul style="list-style-type: none">• Respect diversity and the rights of all in the school community.

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Suspension and Expulsion Policy:

The Board of Management in its procedures on suspension complies with section 22 and 23 of the Education (Welfare) Act 2000 and complies with section 24 in its policy on expulsion. This policy applies to all partners in the education process. School Management (BOM), teachers, students and parents/guardians and was developed in consultation with all of the above.

Students aged eighteen years or more

On occasions when an adult student requests the school to restrict or limit communication with their parents in matters relating to their education, the school authorities will inform parents/guardians of the student about the change in practice and the reasons.

Involving the Gardai

Where allegations of criminal behaviour are made about a student, these will be referred to the Gardai who have responsibility for investigating criminal matters.

Suspension

Withdrawal of permission from a pupil to attend school for a specified period of time or pending the completion of a particular event or instruction. Withdrawal from a particular class or subject for a period of time may be used in some circumstances. Period of suspension depends on the severity of the offence but may vary from one to five days. While on suspension Students are required to complete assigned work and continue to engage with lessons and homework on SchoolWise.

Authority to suspend

The authority to suspend a student rest with the school's Board of Management.

- Clann Leader: External suspension for up to 1 day (in consultation with the Deputy Principal and or Principal).
- Deputy Principal: External suspension for up to 3 days.
- Principal: External suspension - 3+ days. The Principal will inform Tulsa if a student had been suspended for more than 6 days in any school year.

In all cases of external suspension, the Principal will inform the Board of Management. This authority to suspend is subject to the right of the parents (or of a pupil who is over 18 years) to appeal to the Board of Management. All suspensions are reported to the Board of Management. Under the Education (Welfare) Act, Section 21, the Principal will inform the Educational Welfare Officer in writing if a pupil is suspended for 20 days or more in any academic year.

Suspension is a serious sanction and is imposed where:

- ✓ Other efforts to resolve a disciplinary situation have failed.
- ✓ The nature of an incident dictates that the student be removed from the school immediately.
- ✓ The student repeated incidents of indiscipline in spite of warnings and counselling by staff.
- ✓ The student fails to recognise and submit to legitimate authority.
- ✓ The student's behaviour is considered to interfere with the right to learn of other students.
- ✓ The student's continued presence in the school constitutes a threat to the safety or welfare of others.
- ✓ The student is responsible for serious damage to school property or to the property of others.

Automatic suspension:

The following behaviours may incur an 'Automatic' suspension

- ✓ 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 and/or risk to safety.
- ✓ The student is found to be spitting, fighting, smoking, using inappropriate language to another student or member of staff, interfering with a fire extinguisher or a fire alarm.

- ✓ The student is responsible for serious damage to property.
- ✓ The student is in possession of, uses, or supplied bangers or fireworks.
- ✓ The student possesses any kind of weapon or dangerous implement.
- ✓ Theft of school property or property belonging to staff or students.
- ✓ The student possesses, supplies or consumes harmful substances or substances that may be harmful to others.
- ✓ The student enters school property outside of school hours.

Suspension during a State exam:

Suspension during a State examination will only be used where it is approved by the Board of Management and where there is

- ✓ A threat to good order in the conduct of the examination.
- ✓ A threat to the safety of other students and personnel.
- ✓ A threat to the right of other students to do their examination in a calm atmosphere.

Suspension procedure:

Fair procedures will be followed in the investigation and decision-making process in line with the Education Welfare Act 2000 and the NEWB Guidelines. These concern the right to be heard and the right to impartiality.

The school recognises the serious nature of the sanction of suspension and this seriousness is reflected in the school's procedures. Parents and student will be given an opportunity to respond before the decision is made and before any sanction is imposed. In the case of an automatic suspension, a formal investigation will immediately follow the imposition of the suspension. Parents/Guardians are contacted directly either by telephone or by letter or both to inform them in respect of a suspension.

Parents are informed, in writing of:

- ✓ The reasons for the suspension and the period of suspension
- ✓ The requirements and arrangements for returning to school which must be fulfilled to gain reinstatement (e.g. parents and students will be asked to reaffirm their commitment to the Positive Behaviour Code)
- ✓ Their right to appeal the decision to suspend to the Board of Management
- ✓ The procedure to be followed in making such an appeal
- ✓ The right to appeal to the DDLETB and the Secretary General of the DES under Section 29 of the Education Act.

Pupils are not dismissed from school unless and until arrangements are made for their safe return to the care of their families. All relevant personnel are required to keep records of all meetings and /or phone calls in connection with the suspension. All suspensions will be reported by the Principal to the Board of Management, with the reasons for and duration of each suspension.

Reinstatement following suspension:

Parents/Guardians will be required to meet with staff delegated by the Principal to emphasize their parental responsibility in helping the student to behave well and to discuss a plan to change the unacceptable behaviour. This meeting will be held during the suspension. Upon return from suspension students will meet with the Clann Leader/Deputy Principal/Principal. Students will have a phased approach back to their classes connecting with the guidance councillor and/or the Positive Behaviour Support Team.

Following suspension, students and parents agree to signing a behaviour contract on returning to school.

Expulsion

Permanent expulsion of a student is a very serious step and one that will only be taken by the Board of Management on extreme cases of unacceptable behaviour.

Fair procedures will be followed in the investigation and decision-making process in line with the Education Welfare Act 2000 and the NEWB Guidelines. These concern the right to be heard and the right to impartiality.

Authority to Expel

The Board of Management has the authority to expel a student under Sect. 24 of the Education (Welfare) Act 2000.

The Grounds for Expulsion: The school will attempt to address misbehaviour and to avoid permanent expulsion of a student by:

- ✓ Meeting with the parents and the student to find ways of helping the student to change their behaviour.
- ✓ Making sure the student understands the consequences of persistent misbehaviour.
- ✓ Ensuring all other options have been tried.
- ✓ Seeking the assistance of relevant support agencies (e.g. National Education Psychological Service, Health Service Executive Community Services, The National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

The decision to permanently expel a student may be taken by the Board of Management in extreme cases of unacceptable behaviour such as:

- ✓ 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 and/or risk to safety.
- ✓ The student is responsible for serious damage to property.
- ✓ The student is in possession of, uses, or supplies drugs or illegal substances.
- ✓ The student is in possession of a weapon or dangerous implement.
- ✓ The student enters school property outside of school hours.

The grounds for permanent expulsion may be similar to the grounds for suspensions. Expulsion is usually only considered when school authorities have tried a series of interventions and believe they have exhausted all possibilities for changing a student's behaviour.

However, the following behaviours may incur an Automatic Expulsion or Permanent Expulsion for a first offence;

- ✓ A serious threat of violence against another student or member of staff.
- ✓ Actual violence or physical assault.
- ✓ Supplying illegal drugs/substances to other students in the school.
- ✓ Sexual assault.

Permanent Expulsion Procedure:

Fair procedure will be followed in the investigation and decision-making process in line with the Education Welfare Act 2000 and the NEWB Guidelines. These concern the right to be heard and the right to impartiality.

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Education Welfare Officer.
6. Confirmation of the decision to expel.

The Board of Management is the decision-making body in relation to permanent expulsion. The Board of Management will decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

Step 1: A detailed investigation carried out under the direction of the Principal

The Principal will:

✓ Inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion. Parents will be informed in writing of the alleged misbehaviours to ensure they are clear about what their son or daughter is alleged to have done and underline the seriousness with which the school views the alleged misbehaviour.

✓ Give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Step 2: A recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion.

The Principal will:

✓ Inform the parent and the student that the Board of Management is being asked to consider permanent expulsion.

✓ Ensure that parents have records of the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider permanent expulsion.

✓ Provide the Board of Management with the same comprehensive records as are given to parents.

✓ Notify the parents of the date of hearing by the Board of Management and invite them to that hearing.

✓ Advise the parents that they can make a written and oral submission to the Board of Management.

✓ Ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing

The board will:

✓ Review all documentation and the circumstances of the case.

✓ Ensure that no party who has had any involvement with the circumstances of the case if part of the Board's deliberations.

The Hearing:

The Board meeting for the purposes of the hearing will be properly conducted in accordance with Board procedures. This is not a court of law and the BOM will not allow representations by persons of legal authority.

At the hearing the Principal and the parents, or a student aged eighteen years or over, will put their case to the Board in each other's presence.

Each party will be allowed to question the evidence of the other party directly.

The meeting may also be an opportunity for parents to make their case for lessening the sanction.

In the conduct of the hearing the Board will strive to be, and be seen to be, impartial as between the Principal and the student.

After both sides have been heard, the Board will ensure that neither the Principal nor parents are present during its deliberations.

Step 4: Board of Management deliberations and actions following the hearing

The Board has the responsibility to decide whether or not permanent expulsion is the appropriate sanction. Where the Board, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing its opinion. (Education (Welfare) Act 2000, s24 (1)).

The Board will follow the NEWB reporting procedures for proposed permanent expulsions.

The student will not be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. (Education (Welfare) Act 2000, s24 (1)).

The Board will notify the parents in writing about its conclusions and the next steps in the process. The parents will be told that the Board will now inform the EWO.

The permanent expulsion will not be implemented until 20 days have elapsed from the time of notification of the EWO.

Step 5: Consultations arranged by the Educational Welfare Officer

Within 20 days of receipt of notification from the Board of Management of its opinion that a student should be permanently expelled, the Education Welfare Officer must:

- ✓ Make all reasonable efforts to hold individual consultations with the Principal, the parents, the student and anyone else who may be of assistance.

- ✓ Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

- ✓ Pending these consultations, the Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured ((Education (Welfare) Act 2000, s24 (5)). The Board may consider it appropriate to suspend a student during this time where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or present a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the 20-day period following notification to the EWO has elapsed, and where the Board remains of the view that the student should be permanently expelled, the Board of Management will formally confirm the decision to permanently expel and will notify parents immediately that the expulsion will now proceed. Parents and student will be told of their right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to permanently expel the student.

Appeals

A parent, or a student aged over eighteen years, may appeal a decision to permanently expel to the DDLETB and a subsequent appeal to the Secretary General of the DES (Education Act 1998 section 29). An appeal may be brought by the NEWB on behalf of a student.