CODE OF CONDUCT

Coláiste Cholmcille
College Street
Ballyshannon
Co. Donegal

School Roll No: 91506V

School Patron/s: CE Donegal ETB and Bishops of Clogher and Raphoe

1. Code of Conduct

1.1 In keeping with our Mission Statement, our Code of Conduct exists to promote a positive and productive teaching and learning atmosphere. Its aim is to ensure that each student passing through our care develops responsible attitudes underpinned by respect for self and others; students are required to take responsibility for their actions and consider the consequences for themselves and the school community.

1.2 Restorative practices support and strengthen our Code of Conduct. The emphasis is on creating and maintaining good relationships. Problems will be handled in an atmosphere of mutual respect conducive to repairing harm.

1.3 This Code of Conduct applies to all Coláiste Cholmcille Learning environments.

i. In all school classes/activities, break and lunch time.
ii. At any off-site school event
iii. In any online learning environment

2. Respect and Behaviour

All students are expected to behave in a manner that allows the teacher to teach, and fellow students to learn.

2.1 Students are expected to be Ready, Respectful and Responsible always.

2.2 Foul language and inappropriate comments or actions directed at any member of the school community are hurtful and unacceptable.

2.3 All forms of bullying, aggressive behaviour, name-calling etc. are unacceptable. Students should support your classmates by refusing to tolerate bullying, report incidents of bullying to Mentors, Teachers, Tutors or Year Heads. * **See School's Anti-Bullying Policy.**

2.4 The use of mobile phones is prohibited. Each student places their mobile phone in the Yondr pouch on arrival on the school campus. Any pupil found in possession of a mobile phone not in the pouch will be asked to surrender the phone and sanctions will apply. It is immaterial whether the phone is switched on or off. Mobile phones can only be used in class with the permission of the teacher and the Yondr pouch can only be unlocked by the teacher or by the Office staff should a student be signing out of school. Refusal to hand over a phone will be regarded as further disruption and the matter will be referred to the Year Head. ***See Mobile Phone Policy**

- **A pupil must ask for permission from the school management to make an important call from the phone in the main office.**
- **Parents/Guardians should ensure that they contact the school if a message must be given to a pupil.**
  - **The School App is the primary mode of communication between home and school.**

2.5 Students are expected to participate in a positive manner in class by observing the Classroom Expectations listed here and by completing homework to the best of your ability and on time.

Classroom Expectations:	Sanctions:
Be Ready 1. Arrive on time. 2. Be Ready to Learn.	Lateness will be dealt with through the Late Reflection process. Students repeatedly not ready to learn will be referred to the Year Head on the online vsware system.
Be Respectful 1. One voice at a time. 2. Contribute positively to the class.	Teachers to use behaviour management strategies to manage behaviour within classrooms. Students repeatedly not following these rules will be referred to the Year Head on the online vsware system to apply the ladder of sanctions.
Be Responsible 1. Allow all students to learn. 2. Follow instructions first time, every time.	Teachers to use behaviour management strategies to manage behaviour within classrooms. Students repeatedly not following these rules will be referred to the Year Head on the online vsware system to apply the ladder of sanctions.

2.6 The following rules apply while on the Corridor:

Be Ready

1. Walk on left side of corridor.
2. Move quickly and in an orderly manner to your classroom.

Be Respectful

3. Do not interrupt classes in progress.
4. Show respect to all members of staff and the student body at all times.

Be Responsible

5. The school uniform is to be always worn on the corridor, no jackets, scarves, hoodies etc.
6. Food and drink to be consumed in the assembly area only.

Breaches of any of the above rules will incur sanctions (**see Ladder of Referral Appendix 1**).

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

3. School Journal

3.1 The journal is a tried and proven method of succeeding at school and for keeping students work organised. Students will do well in school if they use their journal properly.

3.2 Students must always have their journal with them. If it is necessary to leave a classroom for any reason students must have their journal signed by their teacher.

3.3 Journals should be kept clean, neat, and tidy and with no graffiti. It is the student's responsibility to make sure their journal is only used for relevant schoolwork.

3.4 Parents are required to sign the journal in the allotted spaces every weekend and each time that a comment has been made by a teacher. They are expected to monitor their son's/daughter's journal throughout the year.

3.5 Failure to observe the above rules result in the student being referred to their Year Head and he/she will be subject to the ladder of sanctions.

3.6 Journals are supplied at the start of the year, replacement journals cost €18 if original is lost or misplaced.

4. Attendance and Timekeeping

4.1 Students must attend school all day, every day. All absences must be explained by way of the Absentee Form on the School App or in a note in the journal. All communications about leaving school during the day must be through the permission to leave section on the School App, through the office via a note in the journal or a phone call.

4.2 Students arriving late disrupt classes and erode teaching and learning time. Therefore, students are expected to be on time for all classes. All lateness must be cleared through the Late Note on the School App or by a note in the journal. Class teachers record lateness throughout the day.

4.3 Students should be ready to learn and have all their books and materials for class with them and go to their lockers in plenty of time before class.

4.4 Class begins at 8.50, students are expected to be in class before the second bell.

4.5 a) If a student arrives late to school, i.e., after 8.50 they must sign in at the office. If a student does not sign in at the office, they will be marked absent.
b) Afternoon classes begin at 1.55. Students are expected to be in class by the second bell. If a student is late they must sign in at the office before going to class.

The school cannot be responsible for the welfare and safety of students who leave school without permission.

4.6 1st and 2nd year students are not allowed to leave the campus at lunchtime. No student is permitted off campus at small break. Leaving school without permission is an automatic suspension.

4.7 Lateness will incur the following sanctions:

a) Being late for class may result in a teacher implementing additional classroom management strategies.
b) Three lates (not including the 1.55pm late): Reflection. A further three lates will receive two Refections.
c) Late in the afternoon after 1.55pm: automatic Reflection.
d) Out of class without permission incurs Reflection – permission is recorded in the journal.
e) Reflection is also the sanction when a student does not present for a particular class yet is present at school.
f) Repeat of the above behaviours will constitute suspension.

4.8 Any student who feels unwell must report to their Year Head or a member of Senior Leadership. School staff will contact home in the first instance. **Students must not**

contact home before informing the office. We ask parents to support us in this matter.

5. School Uniform

The school uniform is designed to help pupils dress neatly and to avoid undesirable competition. It is the responsibility of parents to co-operate in ensuring that pupils wear correct school uniform to and from school and to all school functions. (This may necessitate the purchase of two pairs of trousers/tracksuit bottoms/leggings). All students in Coláiste Cholmcille must wear the school uniform. Failure to do so will result in sanctions being imposed.

5.1 Traditional School Uniform:

a) Strictly black tailored trousers/school skirt (no jeans, leggings, track-suit bottoms, yoga pants, jeggings, or combats). b) Blue crested sweater.
c) White Shirt (white round necked t-shirt may be worn under the shirt), no polo shirts.
d) Totally plain Black/ Brown shoes (no runners or Ugg's).
e) Only the official school crested fleece or coat may be worn in class on colder days.
f) Students are allowed to wear one set of earrings (studs only).
g) Students are permitted to wear one small nose stud/ clear nose stud only. Students must remove all other prohibited jewellery piercings when instructed to do so. Because of Health and Safety in P.E., in Practical classes and in the school environment as a whole, students are advised not to wear jewellery. Students participating in PE and any sports must remove jewellery piercings. Students must remove all prohibited jewellery piercings when instructed to do so.
h) Make-up should be subtle and appropriate to a school setting.

5.2 P.E. Kit and Equipment:
We have a new PE uniform in place for September 2021 supplied by O'Reilly's Sports. You order it online at https://oreillysofficial.com/

a. A choice of jumper (crew neck, hoodie or ¼ zip)
b. Either tracksuit bottoms or leggings.
c. Suitable PE t-Shirt
d. Suitable PE runners

***See Uniform Policy**

If a student chooses to take Leaving Cert PE as an exam subject, they will have PE on multiple days and therefore must have more than one PE uniform.

5.3 Sanctions:

- There is a uniform check each day during tutorial.
- Breaches of school uniform will be subject to the ladder of referral.

- Students out of uniform will be requested to change into a school uniform.
- The school cannot accept responsibility for items lost or mislaid.
- Non-uniform items will be confiscated.
- Borrowed uniform items must be returned to uniform office.

6. Respect for Self

6.1 The standards and rules contained in this code will apply where the student is at school and where the student, although outside the school, is still the responsibility of the school, e.g., tours, games, or any extracurricular activity.

6.2 Where a student is alleged to have engaged in serious misbehaviour outside school, when not under the care or responsibility of the school, a judgement may be made that there is a clear connection with the school and a demonstrable impact on its work and therefore the rules and sanctions of the code may apply.

6.3 Smoking (including the use of E Cigarettes), alcohol and illegal substances are banned in school and on school grounds and at ANY time while representing the school. Other items or materials that can be offensive, dangerous, distracting, or inappropriate must not be brought into school. Failure to comply may result in the following sanctions being imposed.

6.4 Smoking, including the use of E-cigarettes: One-day suspension for each offence.

6.5 Alcohol: The use, possession or being under the influence of alcohol is strictly prohibited.
Sanctions:
a) Suspension for three days.
b) Principal and student contact home to report incident.
c) Referral for counselling/assessment if a pattern develops.

6.6 In relation to smoking and alcohol, while on school tours and at school related events:
a) At earliest opportune time, student phones home in presence of Tour Leader. (Leader dials number) and the student reports incident to parents.
b) A fine of €50 Euro will be imposed immediately. (To be donated to Charity).
c) Suspension for three days on return to school.
d) Restrictions on all other school trips, including being refused permission to attend future off site activities.

6.7 Illegal Substances.
Where there is evidence or suspicion that a student is in possession of, using or under the influence of an illegal substance the student may be immediately isolated from fellow students and steps in the Substance Use Policy will be adhered to. See substance misuse policy.

6.8 Driving on school grounds. For health and safety reasons the school management cannot permit students or their friends to drive on or park on the main school campus at any time.

7. Respecting School Property

7.1 Damaging school property is unacceptable behaviour. Rooms will be regularly checked for damage. It is the student's responsibility to inform teachers of new graffiti on desks etc. at the beginning of each class.

7.2 You have a responsibility to ensure that your school is kept clean and tidy.

7.3 Do not eat or chew gum in class. It damages floor and furniture. Please leave classrooms litter free.

7.4 Do not interfere with fire or safety equipment.

7.5 During break and lunch, place your litter in the bins provided. Eating is only permitted in the Assembly Area. Use recycling bins for recyclable material.

7.6 Queue in an orderly manner for the canteen and follow direction given by supervising teachers.

7.7 School bags should not be left in corridors. Lockers and bag racks are available to all students and should be used by all students. Your possessions are your own responsibility and must be stored in lockers.

7.8 Depending on the seriousness of the incident, students who wilfully damage school property will be responsible for any cost incurred by the school and will be liable to sanction up to, and including, suspension and expulsion.

8. Rewards

We believe that positive reinforcement and rewarding appropriate behaviour is more powerful than negativity and achieves an encouraging response.

8.1 Encouragement, praise and reward are an essential part of Positive Behaviour. Verbal praise and encouragement should be used often and in every lesson. Class teachers will make use of appropriate rewards to reinforce positive behaviour and the school rules, the most common reward being praise. Praise begins with frequent use of encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded.

8.2 Systems appropriate to individual classes will be used to further maintain good standards and be consistently applied.

8.3 Rewards might include, for example:

a) Verbal praise in front of class.
b) A quiet positive word with student.
c) Positive comment in Journal.

d) Homework free night.
e) Down time in class.
f) Positive note logged on vsware
g) Report Cards.
h) Personalised cards and letters to parents.
i) Certification which recognises positive contributions to the school community.
j) Celebration Assemblies.
k) Special Privileges.
l) Position of responsibility:
    - Student Council.
    - Mentoring.
    - Class Prefect.
    - Senior Prefects.
    - Head Boy/Girl.

m) Awards Ceremony.
n) School Outings and Tours.
o) Co-Curricular Activities/Extra Curricular Activities.

9. Sanctions

9.1 The purpose of sanctions is to bring about a change in behaviour by:
- Helping students to learn that their behaviour is unacceptable.
- Helping them to recognise the effect of their actions and behaviour on others.
- Helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences.
- Helping them to learn to take responsibility for their behaviour.
- Ensuring they understand the need for respect in our school community.

9.2 A Sanction may also:
- Reinforce the boundaries set out in the Code of Behaviour.
- Signal to other students and staff that their well-being is being protected.

9.3 In instances of more serious breaches of school standards, sanctions may be needed to prevent serious disruption of teaching and learning or to keep the student or other students or adults safe.

9.4 The following ladder of interventions may be used where suitable:
a) Verbal reprimand.
b) Note in student Journal.
c) Changing seating arrangements in the classroom.
d) Isolation within the classroom.
e) Additional homework/class work.
f) Penalty sheet.
g) Restorative practice of a one-to-one nature.
h) Teachers can use a range of management strategies deemed appropriate to situation and student to deescalate issues.

9.5 A referral to the Year Head; An online referral form on vsware is completed by a teacher outlining the misdemeanour and the steps taken to improve the behaviour of the student in question.

9.6 Lunchtime Reflection:

a) Reflection is run Tuesday and Thursday from 1.15 to 1.35pm in a classroom where students are given a reflection sheet to complete under teacher supervision.
b) A student is placed on lunchtime Reflection at the discretion of the Year Head.
c) Students are also placed on Reflection around the area of punctuality.
d) When a student does not turn up to a lunchtime Reflection, they will be placed in an afternoon Reflection on a Wednesday.
e) Failure to attend a Wednesday afternoon Reflection will result in a suspension from school.

9.7 Wednesday afternoon Reflection takes place every Wednesday from 1.30pm to 2.30 pm in a classroom where students are given a reflection sheet to complete under teacher supervision. Parents will be informed on vsware when their son/daughter is placed on Reflection. A student is placed on evening Reflection for:

(a) Three serious referrals.
(b) A serious breach of behaviour.

9.8 The following interventions may also be used:

a) Restorative practice.
b) Report card and student monitoring card.
c) Behaviour contracts/targets.
d) Communication with home –phone call/ letter.
e) Arranged meeting with chaplain or a member of the pastoral care team or Student Support Team.
f) SNA (Special Needs Assistant) team support
g) Tutor mentoring.
h) Teacher mentoring.
i) Support from the HSCL officer.
j) I.E.P devised.
k) Support from NYP, NEPS.
l) Referral to Behaviour Review Committee.

9.9 Some behaviours are simply not acceptable in school if this behaviour is displayed then the child loses the right to move through the hierarchy of consequences. For such behaviour as: fighting, a temper tantrum in class, use of abusive language, extreme insolence to a member of staff, substance misuse, damage to school property, presenting as a threat to other students, a student may be removed from the class and sent to the Deputy Principal or Principal accompanied by a member of staff or another student. After investigation, the incident may result in suspension or expulsion for the student. In this case a teacher must send a Deputy Principal/ Principal Incident Report form on the online VSware referral system to the Deputy/ Principal's office detailing the event. It shall fall within the discretion of the Principal/ Deputy Principal/Year Head to decide on the course of discipline in this case.

9.10 Students with Special Educational Needs: Sanctions may be needed to help students with special educational needs to learn about appropriate behaviour and skills as in the case of any other student. However, teachers take care to help the student with these needs to clearly understand the purpose of the sanction and the reason their behaviour is unacceptable.

10. Suspension

10.1 Schools are required by law to follow fair procedures (see below), based on the principles of natural justice when proposing to suspend or expel a student.

10.2 Suspension is when a student is required by the school authorities to absent himself/herself from the school for a specified, limited period of school days.

10.3 Suspension may be deemed necessary for a single serious instance of misbehaviour or for repeated instances of less serious misbehaviour.

10.4 There may also be instances of automatic suspension. (The Board of Management may decide, as part of the school's policy on sanctions, and following the consultation process with the principal, parents, teachers, and students, that named behaviours such as those named in this document incur suspension as a sanction. However, a general decision to impose suspension for named behaviours does not remove the duty to follow due process and fair procedures in each case). Suspension will be a proportionate response to the behaviour that is causing concern. Normally, other interventions (see section 9.8) will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked.

10.5 The decision to suspend a student requires serious grounds such as that:
(a) The behaviour is seriously detrimental to the education of other students. (b) The student's continued presence in the school currently constitutes a threat to safety.
(c) The student is responsible for considerable damage to property.
(d) A single incident of serious misconduct may be grounds for a suspension.
(e) The student can be suspended automatically for transgressing certain rules. (f) On occasion, the student may have to be suspended immediately. Parents will be contacted to make any necessary arrangements.

10.6 Fair procedures based on the principles of natural justice must be adhered to when excluding a student. Fair procedures have two essential parts: the right to be heard and the right to impartiality.

(i) The right to be heard means:
(a) the right to know that the alleged misbehaviour is being investigated.
(b) the right to know the details of the allegations being made and any other information that will be considered.
(c) the right to know how the issue will be decided.
(d) the right to respond to the allegations.

(e) where the possible sanction is of a serious nature, the right to be heard by the decision-making body.
(f) where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

(ii) The right to impartiality means:
(a) the right to an absence of bias in the decision-maker.
(b) the right to impartiality in the investigation and the decision-making.
(c) freedom from bias entails ensuring that a person with an interest in the matter is not involved in the investigation or decision-making. If a person has pre-conceived opinions, a vested interest or personal involvement in the matter, they must not be involved in adjudicating on that matter.
(d) An impartial process is one that allows a decision to be made based on an unbiased evaluation of information and evidence. Impartiality requires that the investigation be separated from the decision-making process so that the decision-maker comes to the task with an open mind. The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of a particular school.
(e) The principles of fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehaviour and on the seriousness of the possible sanction. The level of formality required, for example for a suspension of fewer than three days, would be less than that required in the case of a longer suspension or in circumstances that might lead to an expulsion. If a suspension longer than three days is being proposed by the principal, the matter must be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes. However, a Board of Management may wish to authorise the principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, (subject to the guidance concerning such suspensions). The Board of Management will be notified of all student suspensions with the reasons for and duration of each suspension. Where a student has been suspended for 3 days consecutively or accumulatively it is required that his/her parents meet with the Year Head, the Principal or Deputy Principal to discuss future conduct.

11. Expulsion

The paragraphs on fair procedure and natural justice outlined above will also apply to expulsion.

11.1 The Board of Management of a recognised school has the authority to expel a student. This authority is reserved by the Board of Management and must not be delegated. A proposal to expel a student requires serious grounds such as that:

a) the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
b) the student's continued presence in the school constitutes a real and significant threat to safety
c) the student is responsible for considerable damage to property.

d) Suspension may be deemed necessary for a single serious instance of misbehaviour or for repeated instances of less serious misbehaviour.

11.2 The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities, where applicable, for changing the student's behaviour.

11.3 Should the Board of Management decide to consider expelling a student, it will hold a hearing. The Board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal, Parents, or a student aged eighteen years or over, will put their case to the Board in each other's presence. Having heard from all parties, the Board will decide whether the allegation is substantiated and, if so, whether expulsion is the appropriate sanction.

11.4 Should the Board decide on expulsion, the parent of the student must be informed of their right to appeal and given who to correspond with on the matter. In addition, the NEWB must be informed as soon as possible. The suspension will not take effect until 20 days after the letter from the Board has been received by the NEWB/EWO. During this time, the student may be suspended.

This Code is designed to promote teaching and learning and to ensure the safety of each student in school. It is written so that the school is a happy, vibrant place where learning takes place and positive relationships develop based on mutual respect. By upholding these simple rules, you are contributing towards making our school an establishment to be proud of where teachers, students and parents work together to make Coláiste Cholmcille an excellent school and where each student has the opportunity to achieve their full potential. The Board of Management of Coláiste Cholmcille reserves the right to amend this policy at any time should the need arise.

I acknowledge that I have read the above:

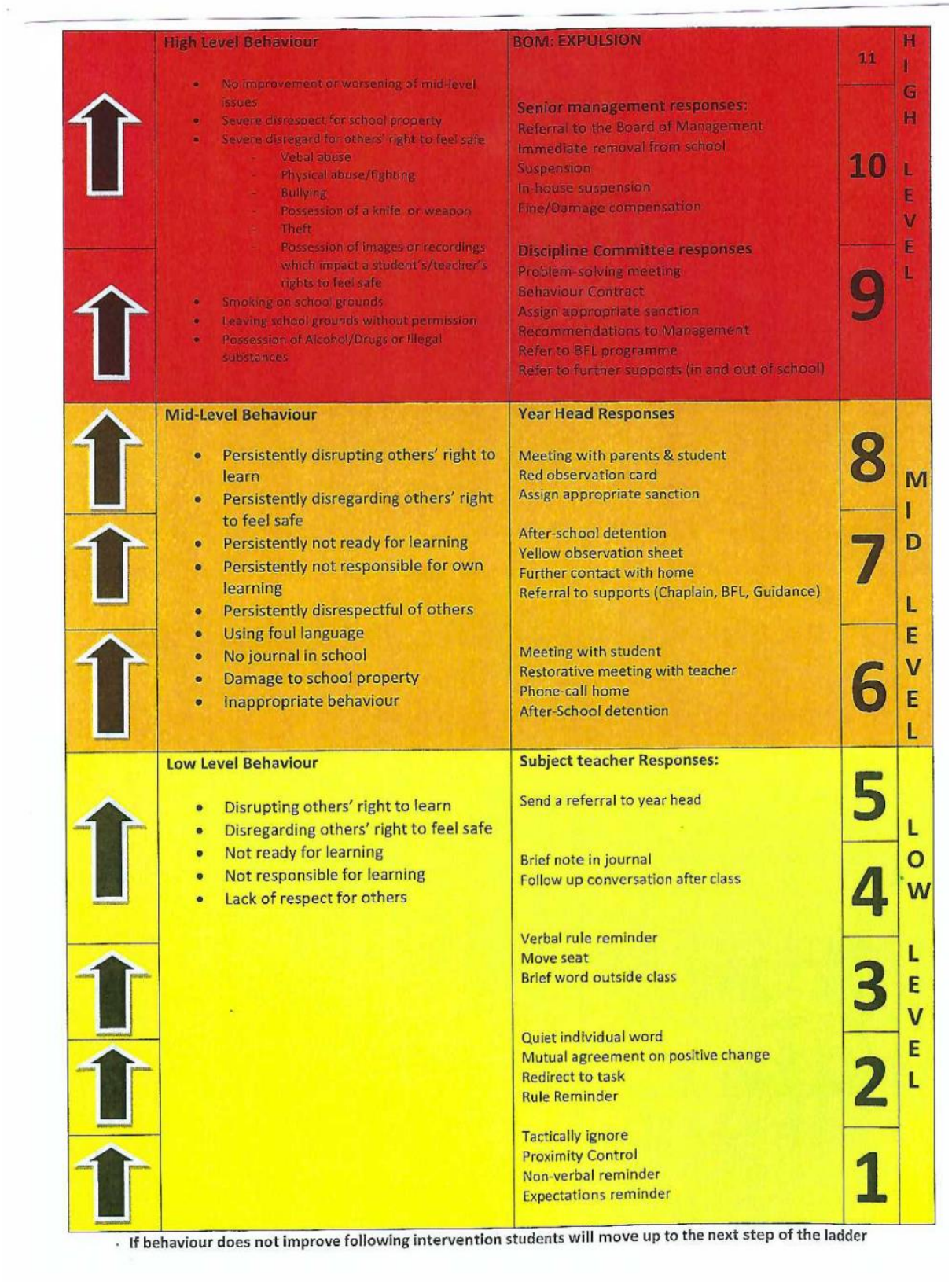
Parent/Guardian signature: _____

Parent/Guardian signature: _____

Student signature: _____

Date: _____

Appendix 1; Ladder of Referral



	High Level Behaviour • No improvement or worsening of mid-level issues • Severe disrespect for school property • Severe disregard for others' right to feel safe - Vebal abuse - Physical abuse/fighting - Bullying - Possession of a knife or weapon - Theft - Possession of images or recordings which impact a student's/teacher's rights to feel safe • Smoking on school grounds • Leaving school grounds without permission • Possession of Alcohol/Drugs or illegal substances	**BOM: EXPULSION** **Senior management responses:** Referral to the Board of Management Immediate removal from school Suspension In-house suspension Fine/Damage compensation **Discipline Committee responses** Problem-solving meeting Behaviour Contract Assign appropriate sanction Recommendations to Management Refer to BFL programme Refer to further supports (in and out of school)	11 10 9	HIGH LEVEL
	Mid-Level Behaviour • Persistently disrupting others' right to learn • Persistently disregarding others' right to feel safe • Persistently not ready for learning • Persistently not responsible for own learning • Persistently disrespectful of others • Using foul language • No journal in school • Damage to school property • Inappropriate behaviour	**Year Head Responses** Meeting with parents & student Red observation card Assign appropriate sanction After-school detention Yellow observation sheet Further contact with home Referral to supports (Chaplain, BFL, Guidance) Meeting with student Restorative meeting with teacher Phone-call home After-School detention	8 7 6	MID LEVEL
	Low Level Behaviour • Disrupting others' right to learn • Disregarding others' right to feel safe • Not ready for learning • Not responsible for learning • Lack of respect for others	**Subject teacher Responses:** Send a referral to year head Brief note in journal Follow up conversation after class Verbal rule reminder Move seat Brief word outside class Quiet individual word Mutual agreement on positive change Redirect to task Rule Reminder Tactically ignore Proximity Control Non-verbal reminder Expectations reminder	5 4 3 2 1	LOW LEVEL

- If behaviour does not improve following intervention students will move up to the next step of the ladder

Policy Review:

This policy will be reviewed annually and updated where necessary.

Adopted by board of management on

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Signed by the Chair on behalf of the board of Management

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19 march