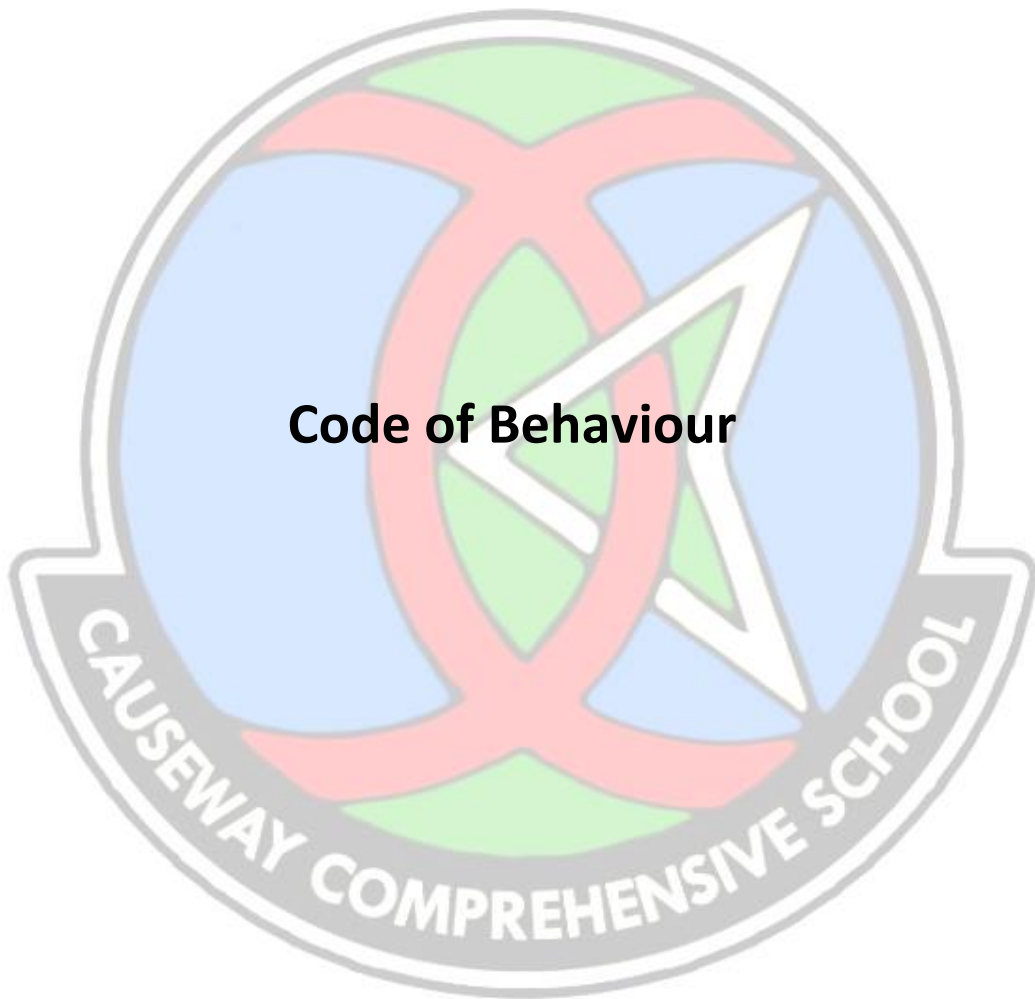


Causeway Comprehensive School



Code of Behaviour

Date : 2016

CODE OF BEHAVIOUR

Introduction

The Code of Behaviour (the 'Code') at Causeway Comprehensive School is a statement of good practice that relates to all aspects of school life which allows our school to function in an efficient manner for the benefit of the whole school community.

The Code aims to encourage positive behaviour and communicate the values which we believe support and bring out the best in one another. There are many aspects to the Code including school rules, rewards, attendance, and general classroom behaviours. All members of the school community are expected to help maintain an atmosphere conducive to teaching and learning.

Educational achievement and personal development are promoted through class based teaching and learning and through students' participation in extracurricular activities. The Principal and Board of Management (BOM) actively support individual teachers in their work to create a positive teaching and learning environment in the school. Types of support available include the provision of teaching resources, arranging appropriate in-service supportive of continuous professional development and the formal recognition and support of subject departments.

The school community works in partnership with parents, the students' council, the local community and its patron (a partnership with Kerry Education and Training Board (Kerry ETB) and the Presentation Order) to develop a meaningful relationship to meet the needs of our students.

The aim of this Code of Behaviour is to promote good behaviour and respect for all members of the School community. This can only be achieved when the whole School community works in partnership to promote good behaviour. Our school operates on the principles of respect, equality & inclusion.

Mission Statement

Our school welcomes each student into a friendly, caring and supportive community, where we recognise that each young person is unique and has different talents and different needs. In partnership with parents, we promote a Christian ethos (Characteristic Spirit), and nurture a positive self-image in students. This enhances their self-confidence and allows them to realise their full potential.

We provide a well-balanced educational programme, so that each student can develop skills and attitudes that will allow them to grow into mature, responsible, well-rounded individuals capable of living fulfilling lives and of making a worthwhile contribution to society.

Behavioural Management Team (BMT)

The Behavioural Management Team also operates within the school pastoral system. The key function of the Behavioural Management Team is to promote positive behaviour throughout the school. The team comprises of each year's Yearheads, a Guidance Counsellor and the Deputy Principal. The team meets on a regular basis to discuss, review and action responses to behavioural issues.

Among other initiatives the Behavioural Management Team promotes the use of Restorative Practice, Peer Mediation and Circle Time to resolve issues. The team also fosters an ethos where teachers and staff are encouraged to actively promote positive behaviour in all aspects of school life

Aims

The Code of Behaviour for Causeway Comprehensive School lays out our common privilege and duty with regard to teaching and learning. This Code ought to be read in conjunction with all other school policies and procedures, including the school rules.

Our objectives are:

1. To pursue excellence in all areas of School life, academic, creative and practical.
2. To nurture a friendly and caring environment
3. To recognise our responsibility towards the wider community and develop a spirit of service.
4. To develop a spiritual and social awareness

Principles of Managing Behaviour

- To create a climate where learning can flourish.
- To protect the basic rights of safety, learning and respect, at all times upholding Fair Procedures and Natural Justice.
- To set the boundaries in which students can feel successful and achieve.
- The use of Restorative Practice which guides our approach to managing behaviour

Promoting Positive Behaviour

The key features of the positive approach are:

- An emphasis on positive rather than negative statements
- Regular and sustained use of praise and rewards
- Teaching children the social skills they need to be successful
- Redirecting children towards success rather than highlighting their mistakes
- Merit System to support and reward positive behaviour

Advantages of Promoting Positive Behaviour

- Positive behaviour provides structure for students and predictability
- It provides a consistency of approach across classes
- It establishes standards which are clear, firm and fair

Core Values

The Core values underpinning all our interactions are:

- *Mutual respect*
- *Courtesy*
- *Fairness*
- *Responsibility.*

The implementation of the Code in a just way and the maintenance of good order is the responsibility of all members of the school community. All students are expected to co-operate with the Code. All school staff has a responsibility to explain and implement the Code. Each teacher has a responsibility for the maintenance of discipline within his / her class and shares with other staff a common responsibility for discipline within the school and school grounds.

Parents/ guardians have a duty to support the school in implementing the Code of Behaviour. The Board of Management gives formal approval to the Code. The Board supports the Principal and teaching Staff in the implementation of the Code.

Expectations

1. **That you come to School every day and arrive on Time.**

This means:

- That you attend every day unless it is absolutely unavoidable.
- That you arrive before and are present for Assembly at 8.55 a.m., are punctual for all remaining classes and do not delay on the way.

- That absence be explained by a note in your journal from your parent/guardian to your Yearhead. In the case of unexplained absences, your Yearhead may contact the parent/guardian.
- That you are present throughout the full School day and may not leave the school grounds and not enter “out of bounds” areas within the school grounds.
- That you remain on the School grounds during Lunchtime unless you have written permission to go home for Lunch (a form must be completed prior to this arrangement where a “Home Lunch Pass” will be given and must be in their possession at all times)
- That you are not allowed leave the School grounds (the school’s land) at any time (including between the end of the school day and Detention) without express permission from the Principal or Deputy Principal or unless by arrangement.
- That you remain within the School’s boundaries.
- Furthermore, in accordance with the provisions of the Education and Welfare Act (2000), the School authorities are required to **inform the Education and Welfare Board when a student reaches 20 days absent**. A letter will be issued to parents if and when this is necessary.

Because:

- Time missed is hard to make up.
- Attendance at assembly is essential for School communication.
- Good attendance and good timekeeping helps everyone to do well.
- The School must be given a written explanation for absence.
- The School is responsible for you during School time Punctuality displays courtesy to your teachers and fellow students.

2. The Student Journal

The Student Journal is an important medium of communication during a student’s School life

- The responsibility for care of this journal is yours alone.
- Students must have the Journal in School at all times
- All homework is to be recorded in this journal.
- It is your responsibility to ensure that any comments from teachers are signed by a parent/guardian
- The journal must be kept free from graffiti and inappropriate comments/ notes.
- The journal should be with you in every class and handed to teachers on request.
- If you do not have a journal in your possession a sanction (such as lunchtime detention will be issued by your Yearhead.
- Repeatedly (more than twice) failing to give your journal may result in after school detention or suspension
- Please note: **FOUR negative comments** by any teacher in the Student Journal during a week, may result, in the first instance, in a period of After School Detention for the student. This may also extend to include a ‘Home Detention Pack’ (a pack of written work to be completed over a weekend), for subsequent or repeat offences..
- It must be visible on their desk for the duration of each class period. Failure to adhere to this rule may result in sanctions.
- The Journal should be signed by parents and never defaced.
- **Replacing a school Journal will bear a cost of €10 of the student.**

The School Journal serves the following functions:

- (i) Record of all homework.
- (ii) Record of important notices.
- (iii) Means of communication between Teacher and Yearhead.
- (iv) Means of communication between Teacher/Yearhead and Parent.

3. That you come in properly prepared for your subjects

This means:

- That you have your journal, correct books, completed homework, school bag, pens and copies.
- That you bring any special equipment needed e.g. School P.E. gear, drawing equipment.

Because:

- You waste class time if you do not comply.
- You cannot participate fully without them.
- It supports effective Teaching and Learning.

4. Late Arrival and Sign out Procedures

Late

1. Any student arriving after 8.55am is expected to **sign in the “Late Book” at the School Office** where their Journal will be stamped and inform the Deputy Principal/Yearhead of their late arrival.
2. A note from their Parents/Guardians must be presented to the office explaining the reason for being late where the journal will be stamped.
3. Detentions will be given for students who are repeatedly late without a legitimate reason or without an explanation note.

Signing out

If you must leave school during the day, you must bring in a note (dated) from a parent or guardian in advance, to the Yearhead in order to obtain permission to leave
You must ‘sign out’ at the school office on departure.

**A Parent/Guardian wishing to collect their son/daughter must sign out their son/daughter in the “Early Leaving Book “ at the school office and inform the Principal /Deputy Principal
Only a Parent/Guardian or grandparents can sign a student out. The School may contact parents/guardians for confirmation.**

If a student is returning back to school after signing out, Both Parent/Guardian and student must sign in.

Because :

- The school cannot (for legal & insurance reasons) allow a student to leave its grounds without being collected and accompanied by a Parent / Guardian
 - School records must indicate that a student is present in school.
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5. Uniform

The school uniform is a fundamental part of the identity of Causeway Comprehensive School. It should be worn with respect and pride and always be neat and clean and that **you come to school in full uniform, clean and tidy** All students are expected to wear full School uniform and show good grooming and appearance, both to and from school and throughout the school day.

The School uniform is a symbol of our School to all who see our students as they come and go from School.

This means:

That you abide by the School uniform regulations, namely:

- The School Shirt.
- School Crested Jumper only
- Official School Trousers Boys - (Dan Fitzgerald's shop only)
- Official School Skirt for Girls – (Dan Fitzgerald's shop only)
- Black Socks/ Black Tights only (no pattern tights)
- **Flat All Black Shoes or All Black runner type shoe only**
- Official School PE Polo T- Shirt (Navy)
- Boots, runners or white shoes are not allowed.
- **Hoodies are not allowed on school building/grounds**
- Official School Jacket (Dan Fitzgerald's)
- Official School Trousers for Girls – Grey (Dan Fitzgerald's Shop only)

NB : The school skirt remains the main item of uniform for female students. The School expects female students to purchase & wear the school skirt. Please note that the wearing of trousers are to be an alternative only, If students are attending or representing the school at any official event the School Skirt must be worn

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- Sportswear is reserved for the appropriate occasions only and is not to be worn in the classroom.
 - Students may wear sports gear strictly for the duration of Physical Education class and sports activities only.
 - Students are required to wear the correct gym-wear for all games and sports activities.

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- Each student has a duty to be well groomed and suitably dressed in school and during school activities.
 - Complete school uniform is to be worn in school, on school business, or when representing the school.
 - Each item of uniform must be properly cleaned, pressed and maintained at all times.
 - Each item of uniform must be marked with student's name.

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- Male students are expected to be clean-shaven or neat facial hair, their hair should be well kept, neat and tidy and may have to be tied up for some subjects.
 - A student's hair should not hide their face nor be cut too short (blade 2 min) in the view of the school authorities.
 - In the case of both male and female students, hair should not be dyed (natural colouring is acceptable) or cut in an inappropriate style in the view of school management.
 - Jewellery is not part of the school uniform and therefore is not allowed
 - Make-up is not allowed, however "Light Foundation" is acceptable, if desired.
 - **Skirts must be below knee length**
 - Shirt must be tucked into trousers or skirt at all times
 - Necklaces/badges and other types of jewellery are forbidden. **One small clear stud style** earrings in the ear lobe only of each ear is acceptable for students. All other piercing is not acceptable.
 - Facial Piercing: nose studs, eyebrow rings etc. must not be worn while in school uniform.
 - **Students are advised not to get new piercing either before returning from school holidays or during school term**

Please Note:

While each student is expected to take responsibility for his or her appearance, as a measure of self-respect and respect for others, parents are urged to monitor their son or daughter's appearance as they leave for School each day. Your help and support will be appreciated and will help our young people to be more responsible.

Because:

- The School uniform is agreed to by parents, students and the School authorities.
- We all have a responsibility to maintain the image of the School.
- We must all contribute to and maintain high standards of Health and Safety in the School.

6. Positive Attitude

Have a Positive attitude to classwork, homework and all extra- curricular activities

This means:

- That you listen to your teachers.
- That you are responsive to, and supportive of the teacher.
- That you do not disturb the class.
- That you contribute to the positive learning environment through courtesy and respect of both the teacher and other students.
- That you utilise your school journal, i.e. :
 - On a daily basis, record all homework assignments and their due dates.
 - Record long-term assignments in several places including the day they are given, the day they are due, and on various pages in-between as reminders.
 - Record times and dates of meetings, sports practice, rehearsals and other appointments as soon as you find out about them.
 - Use the yearly planner to record important dates
- That you do your homework each night and hand in assignments on time.
- That you work to the best of your ability.
- That you take pride in your work.

Because:

- The teacher has a right to teach.
- The other students have a right to learn.
- It helps you to organise your homework so that you will succeed in School.
- It builds on the work done in class.

Roles and Responsibilities

Causeway Comprehensive School acknowledges the contribution of all members of the school community in the promotion of positive behaviour.

Parents

The co-operation of parents/guardians is considered fundamental to the implementation of the school's Code of Behaviour. By enrolling their children in the school, parents/guardians indicate an agreement with and support for the aims, ethos and characteristic spirit of the school's Code. A Parents Charter is a statement that highlights the supportive role of parents in the school's Code of Behaviour and ensuring that students participate actively in school and at home.

Students

The school expects that students will at all times strive to uphold the Code of Behaviour of our school and accept the consequence of their behaviour. The School encourages the use of restorative practice when dealing with areas in the code of Behaviour.

Teachers

Causeway Comprehensive School acknowledges the role of teachers in the development and implementation of the Code of Behaviour. The school recognises that a teacher's main focus is in the area of teaching and learning, but that they also have a pivotal role to play in behaviour management; that role forms a core element of this Code.

Other Staff

The school acknowledges the contribution of all staff in the day to day running of the school. They too have a part to play in the successful implementation of our Code of Behaviour.

Board of Management

The school acknowledges Board of Management's role in the development and operation of our Code of Behaviour. All policies are developed with the authority of the Board of Management and must be approved by its members before becoming official school policy.

Kerry Education and Training Board (Kerry ETB) & the Presentation Order

Kerry ETB & Presentation Order are the patrons of the school and supports our school community in establishing, implementing and reviewing our Code.

Implementation of the Code of Behaviour

A copy of the Code of Behaviour will be printed in the school journal and students and parents/guardians are required to read this together and sign indicating their acceptance of the rules. All teachers have a responsibility to explain the rules and the Code to students at regular intervals during the year. The Year Head will have individual meetings with students who are having difficulty following the rules.

7. Anti- Bullying Programme

Promote and support our Anti-Bullying Programme

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the NEWB, the Board of Management of Causeway Comprehensive School has adopted the following anti-bullying policy within the framework of the School's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools, which were published in September 2013. This policy comprehends bullying that is either perpetrated by students or experienced by students in Causeway Comprehensive School. The Board of Management of Causeway Comprehensive School adopts the Anti-Bullying Procedures for Primary and Post-Primary Schools issued by the Department of Education and Skills (September 2013) as the basis for the way in which Causeway Comprehensive School addresses the issue of bullying.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students or staff and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

A positive school culture and climate which:

- is welcoming of difference and diversity and is based on inclusivity;
- encourages students and staff to disclose and discuss incidents of bullying Behaviour in a nonthreatening environment;
- Promotes respectful relationships across the school community.
- Effective leadership.
- A school-wide approach.
- A shared understanding of what bullying is and its impact.

Implementation of education and prevention strategies (including awareness raising measures) that:

- Build empathy, respect and resilience in students;
- Explicitly address the issues of cyber-bullying and identity-based bullying; including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students.
- Supports for staff.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
- On-going evaluation of the effectiveness of the anti-bullying policy.

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows :

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying.

- Deliberate exclusion, malicious gossip and other forms of relational bullying.
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.
- Cyber bullying is the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. The school reserves the right to apply its bullying policy in respect of bullying that occurs at a location, activity, function or programme that is not school related if in the opinion of the Principal and/or Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim of the school and/or has materially or substantially disrupted the education process or the orderly operation of the school.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. However, in the context of this policy, **placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.**

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour. Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

This means:

- That you do not make offensive remarks.
- That you do not fight in or out of School.
- That you do not victimise or bully others.
- That you assist the work of the Personal Safety Board (PSB) in dealing with Bullying issues.

Bullying is not tolerated in Causeway Comprehensive School. The PSB deals with all bullying complaints within the school and has clear procedures and sanctions.

To whom should concerns about a student being bullied be reported – relevant teachers for investigating and dealing with bullying?

Students, parents, non-teaching staff or members of the wider community should feel welcome to report their concerns to any member of the teaching staff – including the Principal, Deputy Principal and/or the Personal Safety Board. In this regard, any member of the teaching staff is deemed to be a relevant teacher in the context of Section 6.8.3 of the Anti-Bullying Procedures for Primary and Post-Primary Schools

Personal Safety Board (P.S.B.) - Dealing with Bullying issues

- School has a clear anti-bullying policy and programme, which seeks to prevent all forms of bullying in the School.
- The Personal Safety Board is a team which investigates any complaints of bullying. It is made up of teachers who have volunteered to assist in this programme.
- Bullying is a continuous form of behaviour which is unacceptable in our School such as name calling, spreading rumours, hitting etc.
- To ensure that this is achievable, the P.S.B. is pursuing a policy of **“no blame just stop”**. It is up to every student to take responsibility for their behaviour and how they treat their fellow pupils.
- The PSB has a clear set of procedures which it follows when dealing with a bullying complaint.

Procedures and Sanctions

- If you feel you are being bullied you must inform the School authorities.
- Bullying is unacceptable whether verbal, physical or emotional.
- If a bullying situation is witnessed or a complaint is made to any teacher, the teacher will then fill in a PSB Complaint Sheet.
- A pupil can also tell a teacher, their Yearhead or a member of the PSB.
- If a pupil is uncomfortable telling a teacher, he/she can inform a member of the Student Council, who will pass on the complaint to the P.S.B.
- Pupils can also place a note (which must be signed) into the PSB Complaint Box which is situated in the Reception Area. A member of the Board will check the Complaint Box daily.
- On receiving a complaint from a teacher, a member of the Board will meet with the teacher who received the complaint and take the relevant details.
- Following this, two members of the PSB will investigate the matter, meeting the individuals involved separately. This will be done in a confidential manner.
- The PSB will ensure that something is done and will update the student who made the complaint.
- There will be an investigation into the matter that should satisfy the PSB and the student, and if found to be true, sanctions will follow, these may include verbal, written, Detention, Suspension or Permanent Exclusion.

Because:

- Mutual respect and support helps to make a positive School experience for everyone.
- You would like to be shown respect and consideration by others.
- Bullying and victimisation can cause fear, hurt and misery. We want our School to be a safe space.
- Aggressive behaviour could cause serious injury or accidents.
- Damaging School property is destructive and shows a lack of respect for the School community of which you are a member.

8. Respect

That you have respect & consideration in your dealings with teachers, other staff members, visitors and the wider community

This means:

- That you greet the teacher/visitor appropriately on their arrival at the beginning of class.
- That you cooperate fully in the classroom.
- That you are not aggressive in behaviour or use foul language.
- That you carry out instructions in a co-operative manner.
- That you show respect, courtesy, consideration and good manners in your behaviour and language.
- That you try to have positive interactions with all students, whilst bearing in mind that these interactions should reflect the formal nature of school.
- That you do not use comments/gestures that are of a sexual nature or tone towards your teachers or fellow students
- Your good conduct is expected at all times not only in School but also in the surrounding area or when recognisable as a student of Causeway Comprehensive School

Because:

- Mutual respect is important.
- Positive behaviour contributes to a positive School experience for everyone.
- Aggressive behaviour or language has no place in the wider School community.
- To receive respect you must first show respect

9. Respect Your School Environment

This means:

- That you leave your classroom in a clean and tidy condition.
- That you respect the property of both the School and others.
- That you place litter in appropriate bins and support our Green School Committee and ethos.
- That you take home your School Bag, any Lunch Boxes or Flasks you have brought to school.
- That you eat only in the permitted areas at the permitted times - the Canteen Area, and/or the School yard at Morning Break-time, Lunchtime and/or Detention.
- That you do not bring chewing gum into the School premises or to any part of the School grounds or sports pitches. A sanction of Detention will apply for each breach of this regulation.
- That you do not park cars/motorcycles on School property. The School assumes no responsibility for any loss or damage that may arise if this rule is not adhered to.
- That you do not return to the School grounds outside of School hours without the School's explicit permission.

Because:

- Everyone benefits from working /studying/learning in a safe, pleasant and clean environment.
- We are all responsible for maintaining a clean School.
- Disposal of gum can be unhygienic and damaging to the School environment.
- The School is private property.

10. BEHAVIOUR SUPPORT STRUCTURES AND PROCEDURES

Behaviour support structures and the attendant rewards and sanctions used in the school are designed to support students in behaviour modification. It is an important lesson for life to realise that adhering to rules brings rewards, while breaches of rules carry negative consequences.

Students who consistently support the expectations and responsibilities outlined in the code will be rewarded in line with our Ladder of Reward. Infringements of the Behaviour Code are graded as 'a breach', 'a serious offence' and 'a grave offence' (suspension or expulsion) in increasing order of seriousness. Sanctions reflect this gradation.

Persistent Misbehaviour

Students who engage in persistent misbehaviour will be referred to the Behaviour Support Team (Yearhead & Deputy Principal) for the year group in question, who will review the student's conduct and make a decision as to the best course of action.

Ladder of Reward

Positive behaviour is reinforced by staff through the application of a series of rewards. In the delivery of such rewards a teacher employs his/her professional discretion in deciding the most appropriate method to be used. Staff are encouraged to utilise the full range of rewards available in supporting positive behaviour in school:

- Verbal praise
- Use of journal note
- Use of Merit
- Merit System
- Certificate of Commendation
- Notification to Year Head
- Annual Student Awards

Ladder of Sanction

Within our school, effecting change to negative behaviour is addressed by a ladder of sanction response. Depending on the level of misbehaviour and the response to initial strategies, a member of staff uses his/her professional discretion in deciding the most appropriate course of action. A serious or grave offence may require immediate application of an appropriately weighted intervention. This hierarchy of response begins with:

- Verbal warning
- Use of journal notes system
- Use of generic post home notes
- Use of Punishment work/Lunch Time Detention
- Detention –After school & Saturday
- Refer to Year Head
- Behaviour and/or Pastoral Support Team intervention
- Individual Behaviour Plan
- Suspension
- Engagement with external support agencies (NEPS/HSE/EWO/Community Gardai)
- Expulsion

Behaviour Support Teams

A Behaviour Support Team will exist for each year group, consisting of the Year Head and the Deputy Principal in charge of discipline. The Behaviour Support Teams will administer the behaviour code for the respective year group. Each Behaviour Support Team will meet once a week to deal with issues arising in the management of behaviour within the particular year group. They may seek advice from Guidance, Counsellor, Chaplain or Home School Liaison Officer

Referral to the Behaviour Support team will be at the discretion of the Year Head and will normally occur in the case of three or more repeat offences, or in the case of serious or grave offences.

An appeal of a decision of the Behaviour Support Team or the Principal or Deputy Principals can be made.

In the case of a serious or grave offence or a disputed offence, the Behaviour Support Team, having been notified of the alleged offence, shall interview the student as soon as practicable, following notification of the alleged offence. The student, at the interview, shall be notified of the allegations and shall be given a full opportunity to comment on the allegations made. The Behaviour Support Team, following such an interview, shall determine whether the student has committed a serious or grave offence and, should this be the case, shall apply the appropriate disciplinary procedures outlined in the code.

The Behaviour Support Teams will have authority to make recommendations regarding particular students or incidents to the Principal. The Teams have the authority to recommend suspension to the Principal. Only the Principal or Acting Principal may suspend a student.

The Behaviour Support Teams will also liaise with the Student Support Team in the school and refer individual students to the Student Support Team for support or counselling. The SST Team will process all referrals for counselling, including the obtaining of parental consent for support or counselling, in accordance with the school's Student Support Team Policy.

As a consequence of the weekly meeting, the Teams will liaise with the Positive Behaviour Reinforcement Team (A team of teachers who assist in the promotion of Positive Behaviour such as highlighted below) to ensure that students whose actions are positive and noteworthy are acknowledged in a formal manner.

Rewards/ Merit System

In line with our mission statement where each student is welcomed into a friendly, caring supportive community, positive behaviour is encouraged and rewarded at every opportunity. All staff continually reinforce positive performance among students through their daily interactions with the intention of encouraging students to reach their full potential.

The school strives to enact school rules consistently and fairly with the aim of cultivating better and more responsible citizenship among the student population. Respect between students and teachers and between students and their peers is encouraged and applauded.

Promoting good behaviour is the main goal of this policy. Rewards have the ability to change behaviour.

- Verbal Praise
- Written Praise in Journal
- Positive Postcard sent home
- Nomination for an Award for school & Kerry ETB Award presented
- Phone call home
- Presented with a gift (voucher or school trip)
- Representing the school at events
- Merit System

11. Strategies to acknowledge and reinforce Positive Behaviour:

Merit System

Purpose of the Merit System

The purpose of our school's Merit System is to recognise our students' hard work and positive contribution to all aspects of school life. It is not designed to award academic excellence exclusively but instead seeks to affirm students who consistently try their hardest to achieve their potential, who are co-operative and work well with staff and students alike, who embrace all aspects of school life by taking part in school events and extra-curricular activities and who, on a daily basis, behave in a polite, courteous and respectful manner.

We have linked the Merit System to the Six Key Skills of the Junior Cycle which are aimed at teaching students important life skills that will enable them to direct their own learning. If a student shows effort or ability in any of these six areas they may be awarded with a Merit.

How the Merit System works:

- Whenever a student makes an effort to show any of the qualities, a teacher can give the student a Merit from their Merit book. The teacher also records the Merit on the school's e-portal system so that there is an official record of the merit.
- Each Merit is worth one point.
- The academic year will be divided into four quarters. At the end of each quarter, Merit points will be counted and the results announced at assembly. A small award and certificate is given to the student in each year group who has received the most Merit points for that quarter.
- The number of merit points a student receives is recorded on their Christmas and Summer exam reports.

Annual Merit Award

At the end of the year, at our Awards Ceremony, the students in each year group who have received the greatest amount of merit points will receive a significant prize.

They also receive a certificate and the Merit Award plaque. Everyone can receive Merits to show a positive attitude to life in school and all your hard work will be recognised by your teachers!

An annual awards night is organised where excellent performance in a wide variety of fields is recognised. Students are also nominated on an annual basis for outstanding achievements in a number of areas (both academic and personal) from Kerry ETB's Student Awards Night in January.

As a school, we believe that rewarding positive behaviour allows young people to grow in confidence in a supportive learning environment.

Improvement Cards

Students who show a marked improvement in work and/or behaviour will be acknowledged with an Improvement Card in order to reinforce and promote continued improvement.

Awards systems

An annual Awards system focusing on characteristics such as Christian Leadership, Extra-curricular endeavour, Diligence and School Spirit as well as Academic areas of excellence will serve to recognise the merits of being a positive member of the school community.

Certificate of Commendation

These are Certificates of Commendation issued to students who work quietly and effectively, without seeking reward or attention, in their engagement with their education.

Voucher Reward System

Management, in conjunction with the Parents' Council, will develop a bank of appropriate vouchers/tickets/tokens for distribution as concrete rewards for use by Year Heads in the context of Individual Behaviour Plans. This system is used to emphasise positive behaviour concerning uniform, attendance, base class tidiness, class behaviour.

School structures which support positive behaviour:

Referral to pastoral care system

Where it is requested by parents, teachers or students themselves, and deemed appropriate and necessary to students, the school offers pastoral support. The structures and procedures around this support are outlined in the school's Student Support Policy.

Mentoring programmes (teacher/community/peer)

The school operates various mentoring programmes, supporting student academic, emotional or behavioural needs as identified.

Interventions to support positive behaviour:

Reflection Sheets and follow up

Reflection Sheets may be used by teachers to encourage students to reflect on their behaviour, enabling them to participate actively in the discipline process. The intention is to encourage students to evaluate the behaviour engaged in and to understand why they are choosing such behaviour. This sheet can be used instead of or in conjunction with a sanction. Reflection sheets are also used in the context of the school's Anti-Bullying Policy to assist in resolving situations. The reflection sheet will be sent home for signing by parents or guardians.

Behaviour Report Cards

The Behaviour Report Card is designed to cultivate and reinforce good classroom behaviour student, whose behaviour in class is not up to standard, may be put on report by a Year Head or by the Deputy Principal or Principal. The student presents the card to each teacher at the end of each class period and is then given immediate feedback on his/her behaviour for that class. The student's progress can then be evaluated by the staff member assigned. The report card should also be signed by the parents or guardians in order to reinforce its significance.

Academic Tracking Report Card

The Academic Tracking Report Card is designed to cultivate and reinforce positive academic work rate. A student, whose academic work rate in class is not up to standard, may be put on report by a Year Head or by the Deputy Principal or Principal. The student presents the card to each teacher at the end of each class period and is then given immediate feedback on his/her behaviour for that class. The student's progress can then be evaluated by the staff member assigned. The report card should also be signed by the parents or guardians in order to reinforce its significance.

Attendance Reports

Attendance Report Forms can be issued by Year Head or Deputy Principals to students who have absented themselves from class.

As regular attendance is a necessity for good academic performance, an award for attendance will also be given at the school Awards Night.

Individual Behaviour Plans

An Individual Behaviour Plan will be developed for a student when he/she has not modified behaviours deemed inappropriate following a number of interventions. An IBP will be designed to respond to specific behaviour concerns, will state expectations and will be co-signed by the student's parent/guardians. The IBP will also outline a period after which a review of the student's behaviour will take place and the possible sanctions, should behaviour not improve.

Proactive teaching strategies:

Induction Sessions

Induction into First Year, Transition Year and Senior Cycle will focus on developing student awareness of the practical requirements and the relevant supports pertinent to the particular year. Induction will involve information and reassurance for students regarding transition to the new programme.

Teaching Positive Behaviour (Student Mentors)

While each member of staff has a role in this task, specific emphasis is placed on positive and appropriate behaviour in SPHE classes. In conjunction with the Transition Year students, a Drama piece emphasising the practicalities of positive behaviour is available to first and second year SPHE classes. Senior school students may also be invited to work with Junior classes in order to guide and mentor the development of an understanding of appropriate behaviour in school.

Assemblies

Through regular Assemblies with each year group, school expectations will be reinforced and positive behaviours will be rewarded. In particular, Year Heads and school management utilise Assemblies as an opportunity to reiterate the school's mission. Senior students may also engage in promoting positive initiatives at Assemblies.

Please note the above list is not exhaustive.

Lunch time Detention

Lunch time detention may be utilised by members of staff as a sanction for persistent low level breaches of the code of behaviour including:

- Persistent lateness to morning assembly or to class.
- Persistent failure to bring required materials, texts.
- Persistent failure to wear full uniform
- Persistent low level disruption

*A teacher can request a lunchtime detention to the Year Head.

Lunch time detention is normally applied to a student on the day of the incident. Should the student normally go home for lunch, a days' notice is given to allow a student to make alternative arrangements. At the discretion of the Behaviour Support Team for the specific year, having taken cognisance of the nature of the offence for which he/she is detained, a student may be put on lunch time clean-up duty. This community service activity may occur for engagement in any littering, graffiti or low level act of vandalism.

Compulsory Charitable Donations

These donations to a charity are sanctions applied for the possession of a mobile phone/MED. Should a student wish to have a MED/mobile phone returned at the end of 5 days, a payment of a set fee is also required. At the present time this is €10 for a MED/mobile phone. The disbursement of compulsory charitable donations to community organisations will be agreed in consultation with the Student Council.

After School Detention

Supervised After School Detention with an Assistant Principal/Yearhead will take place for an hour and half once a week at a time to be determined by the school management. Administered by the Behaviour Support Teams, Principal or Deputy Principal, students will be detained for Four offences or one serious offence.

Parents of students who fail to attend an After School Detention, without prior explanation or arrangement, will be contacted by the school authorities to discuss this grave offence for which a suspension may be imposed.

If a student has been detained three times within the period of an academic year and then receives a fourth, the sanction of suspension may be imposed automatically.

Saturday Detention

Saturday Detention will take place when a student has had a sanction of Lunchtime and After School Detention over a short period of weeks and where the school management feels that a Saturday Detention will assist in the change of behaviour. Saturday Detention takes places from 9.30 – 12.30 on a given Saturday morning and written work will be assigned. Students must present in full uniform. It will be supervised by the Principal or Deputy Principal

Restorative Practices

In accordance with the anti-bullying policy, where the Behaviour Support Teams deem it appropriate, they will utilise Restorative Practices to help students who engage in hurtful and/or offensive behaviour take responsibility for their actions, understand the consequences of their behaviour and restore a positive relationship with those affected by their actions.

Mediation between pupils, acknowledging what has happened, what harm has been done and what can be done to put it right, apologising and finally agreeing a way forward is at the heart of this practice.

12. Sanctions

Good practice in the use of sanctions, ensures that::

- They are a part of a plan to change behaviour.
- They are used consistently.
- Students and parents know what sanctions are used in the School.
- Sanctions are proportionate.
- Sanctions are appropriate.

Thresholds for unacceptable behaviour are:

- Rights being disrespected.
- Somebody being hurt or threatened including bullying, harassment, discrimination and victimisation.
- Property threatened or damaged.
- Inability to take responsibility.
- Use of illegal substances.

The following sanctions may apply:

- Students will be reminded of the class rule.
- Students may be directed to work elsewhere in the room.
- Students may be asked to stay back and work out a solution with their teacher, or fix things up or put things right.

- Teachers send another student to the office for management support or help of another teacher.
- Parents are notified.
- Referral to Yearhead or Student Support Team.
- Student Behaviour Plan implemented.
- Restorative Practice and Peer Mediation.
- Lunch or After School Detention escalates further it may require Board of Management involvement, and, suspension or expulsion.
- Parents may be expected to accompany their child to School for a defined period to support positive changed behaviour.
- Reduced timetable with parental registration at commencement and conclusion.
- Home Detention pack and/or internal suspension
- In House Suspension or Out-of-School Time detention. (e.g. Saturday Detention),

Please note the above list is not exhaustive.

Sanctions are applied as a choice and therefore as a logical consequence to the Student's action.

Detentions

- A Lunchtime Detention takes place, where applicable, on Monday, Tuesday, Wednesday, Thursday & Friday. A Lunchtime Detention can be issued and served on the same day. Should the student normally go home for lunch, a days' notice is given to allow a student to make alternative arrangements
- **After School Detention Period normally takes place each Thursday afternoon, 4.00 p.m. to 5.30 p.m.** This is supervised by an Assistant Principal/Yearhead and provides for students who fail to conform to the regulations of the School on a consistent basis, e.g. Four negative comment in journal, punctuality, homework, litter etc. and/or in particular cases of relatively serious indiscipline.
- Advance notice of detention will be given to the parents or guardians by letter so that arrangements can be made to collect students
- A Saturday Detention may take place on Saturday Morning from 9.30 – 12.30. Students will be required to present in full uniform. It is the responsibility of Parents/Guardians to ensure that their son/daughter attends. Failure to attend may result in a suspension.
- Regular and consistent detention may result in more serious penalties, including a Saturday Detention, suspension and/or exclusion.
- Furthermore, where deemed appropriate, School authorities may impose a 'Home Detention Pack' (a pack of written work for various subjects to be completed over a weekend) on an offending student for issues that arise, that warrant disciplinary action, at its discretion

In line with the general ethos, characteristic spirit, aims and principles set out in this code, we insist that all our interpersonal communications is such that it respects the dignity of all in our school community. The use of foul and abusive language which goes against our ethos and/or which has the effect of hurting another is not permissible and may result in disciplinary sanctions up to and including suspension.

Appointments

Parents should write to the relevant Yearhead, via the Journal or letter to meet a teacher during School hours.

13. Attendance and Punctuality

Attendance

Causeway Comprehensive School keeps a comprehensive record of the attendance of all its students. Since the introduction of the Education Welfare Act 2000, Causeway Comprehensive School is obliged to report school attendance to the National Educational Welfare Board.

School rolls are recorded every morning at 8.55a.m. in all classes by means of a computerised system. The parents of any student not present at this time will receive a text message stating that their child is not at school. Students who arrive at the school after 9 a.m. must sign a register in the school office stating the time of arrival and reason for their late arrival.

Any student who needs to leave school early must have a note from his/her parent/guardian. This note has to be signed by the Principal/Deputy Principal before the student is allowed to leave the school. Parents must sign at reception when they collect their son/daughter. All parents must sign a consent form to allow their son/daughter to leave the school grounds at lunch-time to go home during lunch.

If student is absent for more than 20 school days within a school year, Causeway Comprehensive School will notify the Education Welfare Officer in writing.

It is vital that all students attend school regularly

Punctuality

Being on time for school and class is one of the ways we show respect for each other. Students are expected to be punctual during the school day. Students are encouraged to be punctual by regular reminders from their Year Head of the importance of punctuality. Access to lockers is prohibited between classes and should only take place before 9 a.m. and at break times. The school's disciplinary procedures will be employed to encourage respectful time-keeping.

14. School Mobile Phone /Technology Policy

Students are discouraged from bringing mobile phones/ smart phones to school as contact between home and school may be made through the school secretary. However, if it is necessary to bring phones to school, **they must be powered off while on the school premises.**

This means:

- Mobile Phones & Personal electronic equipment is prohibited on school building/grounds including classrooms, study halls and during formal School activities. Where a mobile phone etc. is discovered during a class period, or outside of class time the instrument will be confiscated immediately (including the Sim Card).
- Mobile phones etc. are only allowed to be accessed at the end of the school day (this excludes Evening Study). Otherwise they are to be locked into a student's locker and powered off.
- A teacher may allow students to use a mobile device for an educational purpose and for a specific time. The device must be power off after this time.
- A breach of this policy will result in a fine of €10 and the phone with Sim card will be held for 5 days or the end of term/mid-term whichever comes first.
- If confiscated in the last two days of mid-term/end of term, a fine of €15 will apply for its return for the break.
- Furthermore, if Mobile Phones are used in a negative manner to intimidate, discredit or bully students, school staff or others, the management of the School reserves the right to impose a serious sanction, as per the Anti-Bullying Policy. Any loss of the above is borne by the owner of the property and not by School authorities.
- If a Student wishes to contact home during the school day, he/she can use the office phone for free.

- Parents/Guardians are asked to contact the office if they wish to make contact with their son/daughter. The Office will ensure that contact is made.
- Parents/Guardians must not text or ring students during the school day but can contact the school office directly

Because:

- The Office phone is available if you need to make an essential call or if your parents/guardians need to contact you during School hours.
- Students who contact home via mobile do so without office knowledge and this may become a health and safety risk.
- It is important that students are in a safe environment free from distraction or bullying (through voice calls, picture texting and texting).
- Teachers are entitled to teach without interruption.
- The use of digital video/photos and other recording devices can lead to an invasion of privacy.
- Use of electronic devices can lead to isolation and limit the opportunity for socialisation.
- Use of electronic devices can increase peer pressure to have the latest model.

15. School Acceptable Use Policy

Students must never:

- Bring into school an unmonitored internet connection (USB mobile plug in device etc)
- Use any computer programs that have not been expressly permitted by the teacher.
- Be logged into any instant messaging or social networking software while in school.
- Give out their password to other students.
- Post details on the internet (chatrooms, social networking sites, blogs etc) that would personally identify them or the school either in school or at home.
- Use or download software that deliberately violates copyright rules.
- Attempt to circumvent network security or website filtering software.
- Attempt to crack network and user passwords or access restricted areas of the network.
- Send email or otherwise create digital content intended to cause offence to other students or staff.
- Download and use material from the internet for coursework without attributing credit to the source.
- Damage any school IT equipment, or use any school equipment without permission.
- Students will be given the opportunity to publish material to the web. The material must not infringe on copyright. Additionally the publishing of material deemed offensive by the school will be treated as a most serious breach of discipline.
- Material deemed inappropriate to have stored on, or accessed by PC /laptops/ipads, etc includes but is not limited to; abusive, obscene, vulgar, racist, pornographic, slanderous, hateful, threatening, sexually-orientated.
- Any incidents of cyber bullying or cyber abuse should be reported to the PSB:

General Care

- Liquids and food should be kept away from the laptop or PC.
- When not in use, Laptops/IPads provided by the school should be stored in a locked locker and must never be left unattended.
- Always put the laptop in a bag when transporting it any distance.
- Internet usage at home should be supervised at all times (at random intervals).

Privacy

- The school reserves the right to inspect student laptops where deemed necessary in the interest of school/student welfare. In school spot checks may be made remotely to ensure students are on task.
- Network activity will be monitored (including email and web browsing).
- Personal files any student wishes to keep private should be kept on external storage media (memory key / cd etc) and left at home.

Virus Care

- Never open email attachments from an unknown source or of an unusual format.
- Never use disks of an uncertain origin – if in doubt ask a teacher

Contact Points

- Queries should be directed to admin@causewaycs.ie

Addictive/Intoxicating Substances

That you do not use/sell/distribute Addictive/Intoxicating Substances

This means:

- That you do not use distribute or sell alcohol, stimulating or illegal drinks, substances, solvents or cigarettes at any time on School campus or School related activities.

16. No Smoking

In view of the clear and convincing evidence that smoking is injurious to health, the School urges all students not to smoke. Smoking, or the possession of cigarettes, in any part of the School building, its vicinity, or while in School uniform is prohibited.

Those in breach of this rule will warrant a sanction initially and following two offences, suspension will be considered. Alternatively, or in addition, a bond of €100 may be required by the School authorities, as a promise of full compliance with this rule. A repeat of a smoking offence following this agreement will lead to the forfeit of same, by the student. However, should the student remain to his/her promise and not indulge in smoking activities over a defined period, the bond will be returned in full.

It is illegal to smoke on school premises & grounds (Public Health (Tobacco) Act 2002). The Act states that fines up to €3,000 can be incurred by persons in a prohibited area.

Because:

- The use and sale of addictive substances is a Health and Safety issue.
- The School is responsible for the protection and safety of all the School community.
- It is illegal and is strictly forbidden - If anyone is found in possession of illegal substances, parents/guardians and Gardaí will be contacted immediately.

Objects likely to cause injury or harm

This means:

- That you do not facilitate or bring into the School campus, or on any School related activity, any object likely to cause injury such as knives.

Because:

- Such objects can present a serious threat to the Health and Safety of the School community.

17. School Health & Safety Procedures

Health and Safety

Our safety statement is a written programme of the school's commitment to safeguard the safety, health and welfare of staff (teaching and non-teaching) while they work, and the safety and health of other people who might be affected by work activities in the school including visitors, parents/guardians and pupils. In essence, the safety statement details how the safety, health and welfare of staff, pupils, visitors and contractors are managed by the school.

Everybody in the school has a role to play in ensuring good safety, health and welfare within the school; this includes pupils, visitors and contractors. Established health and safety legislation and common law duties of care set down specific requirements for employers and employees.

Managing safety and health effectively brings with it huge benefits. When good systems are in place to prevent accidents, injury and ill-health to staff, pupils and visitors at a school, the whole school becomes a better place in which to work and learn. The school operates the following code.

“Spot it, sort it, can't sort it, report it.”

Safety and Order – Indoors

When in the School buildings, students should not run, but walk. Care should be taken not to push or jostle others. Unauthorised entry to classrooms and laboratories is prohibited. Students must not enter classrooms unless accompanied by a teacher.

Safety and Order – Outdoors

- Walking on the grassed areas of the grounds is strictly forbidden. Use footpaths. Take care to observe Road Safety regulations. Use 'Safe Cross Code' when crossing the road.
- Loitering in the playing fields is forbidden.
- Cycling is strictly forbidden on School grounds. All students who use a bicycle to travel to and from School must wear cycle helmets.
- Students must **not enter out of bounds areas within the school grounds**

Safety Regulations

Students should behave in such a way as to protect the Health and Safety of each person in the School.

In particular:

- Students are expected to exercise reasonable care to ensure their own safety and the safety of others.
- Students should familiarise themselves with the emergency exit routes for each room that they use.
- Students should obey all safety instructions given by the staff of the School.
- Students must not interfere with the safety equipment such as fire extinguishers, alarm bells or fire hose reels.
- Students are expected not to litter the School, as this can be a serious health and environmental hazard.
- ***Accidents must be reported immediately to the teacher in charge***

Property

Students are expected to show care at all times for property, fixtures and fittings of the school.

Sanctions relating to Damage of Property

Accidental damage will be charged to the student and his/her parents or guardians. Defacement of school property or the property of any member of staff, visitors or other students will be referred to the Year Head under extreme violations. The student will clean the graffiti or pay to have the cleaning done and/or pay to have the damage to property repaired.

Student Drivers

Only students whose parents have signed the required documentation are allowed bring a vehicle into the school grounds. Students who drive to school are requested to supply evidence of valid driving licence, insurance policy. Students who drive must only park in a designated area.

The school encourages parents/guardians and students to at all times uphold and comply with all road traffic legislation.

The school accepts no liability whatsoever for any loss or damage howsoever arising from a student bringing a vehicle to school.

Students will not have access to cars during the school day (including breaks and Lunch) and **must hand in car keys to the school office on arrival to school** and may collect them at the end of the school day.

Healthy Eating Policy

Students are expected to adhere to the school's healthy eating policy. Causeway Comprehensive School is a HSE approved Health Promoting School . Therefore items such as confectionary and soft drink will not be permitted on school grounds unless approved by school management e,g Treat day once a month or a class party. Items of this will be confiscated and returned after school.

18. Homework

Homework is a valuable part of the learning process and contributes to the development of sound study skills. It consolidates the work done in class and promotes independent learning and organisational skills. Homework is given on a regular basis. Students record homework in their Homework Journal. If the students are absent from class as a result of participating in extracurricular activities, it is their own responsibility to address the work missed.

As a general guideline, the following is the recommended time that students should spend on homework/Study per night:

1 st Year students	1.5 hours
2 nd Year students	2 hours
3 rd Year students	2.5 hours
L1 students(Leaving cert. Year 1)	2.5 to 3 hours
L2 students(Leaving cert. Year 2)	3 hours +

Students are advised to incorporate an element of exam revision into their study timetable.

19. House Exams

- All students are expected to sit all in-house exams (including Pre Exams (Mocks) in 3rd & 6th year). Progression to the following year cannot be guaranteed without compliance.
- Students sitting exams are not allow to leave the examination Hall until the exam is over and permission is given

20. State Examinations

The State Examinations at Junior Certificate and Leaving Certificate take place in June each year. Throughout the year the exam secretary will be providing you with very important information regarding these examinations, please pay close attention. Information regarding examinations is also available on www.examinations.ie.

Changing Levels

In relation to the Junior Certificate Exams, it is very important that students decide on which level they are taking when filling in the official form which will be distributed by the Exam Secretary. After this form is completed students may only change level by completing a form which is available from the Exam Secretary and must be filled in, signed by the student, parent/guardian and teacher and then returned to the Exam secretary. **Students will not be allowed to change level on the day of the exam**

Leaving Certificate Exam: Students may change levels, but are encouraged to make an informed decision as early as possible to allow them prepare as best they can. Often Higher and Ordinary level papers can be quite different.

During the Examination

Normal school rules apply for the duration of the examinations. Students are required to wear full school uniform. Students should note the following :

- When called students should move to the centre in a quiet and orderly fashion.
- Students should be at the centre 30 minutes before the first exam and 15 minutes thereafter.
- Students may not wait outside an examination centre.
- Mobile phones are absolutely forbidden in the exam centre.
- Students should have consideration for fellow students throughout the exam. If you have finished early DO NOT wait close to a centre and remain quiet until you are away from a centre where an exam is taking place.

Suspension and Expulsion

See School Office for Policy.
