

ARDEE COMMUNITY SCHOOL



DRAFT CODE OF POSITIVE BEHAVIOUR AND SUSPENSION AND EXPULSION POLICY 2024

This policy was ratified by the Board of Management of
Ardee Community School

Signed: _____

Date: _____

INTRODUCTION

In keeping with the Vision, Mission statement and Characteristic Spirit of Ardee Community School, this Code of Positive Behaviour has been developed to create a friendly, respectful and co-operative atmosphere so that every person who belongs to Ardee Community School is given the best possible opportunity to grow and develop academically, socially and personally within an ordered and safe environment conducive to learning. It promotes an atmosphere that encourages all students to have pride in being a student of Ardee Community School and inspires them to present a good image of the school to the wider community.

The Code of Positive Behaviour of Ardee Community School is developed in collaboration with all partners in education, parents/guardians, students and school personnel. It is ratified by the Trustees and the Board of Management. Students and parents/guardians accept the terms of our Code of Positive Behaviour prior to enrolment and agree to sanctions should the Code of Positive Behaviour be broken. For the avoidance of doubt any reference in this document to the Principal should be construed as being inclusive of an acting principal or either of the deputy principals or an acting deputy principal if the principal is absent or unavailable.

This Code of Positive Behaviour is divided into three parts:

Part I outlines the standards that should be upheld by our students to ensure that they make a positive impact to our school community. This part of the Code of Positive Behaviour and/or a summary of its contents may be printed in each student's School Journal every year and agreement to uphold its philosophy must be signed by the student and at least one parent/guardian on/before the student has returned to school for three full days in each academic year.

Part II outlines the ways that positive behaviour is applauded and encouraged in Ardee Community School as well as the supports that are provided for students to encourage positive behaviour. It outlines the best ways that parents/guardians should support the school's Code of Positive Behaviour. This Part of the Code of Positive Behaviour recognises that despite the best efforts of school and home, inappropriate behaviour, can happen from time to time and will be addressed using a problem-solving approach and/or the application of sanctions.

Part III outlines the procedures in relation to suspension and expulsion at Ardee Community School.

OBJECTIVES

It is our aim that this Code of Positive Behaviour will support the progression of a professional learning community in Ardee Community School and foster a climate where respect, tolerance and consideration for others is to the fore.

We hope that this Code of Positive Behaviour will empower our students to develop the knowledge, skills, attitudes and values that will support them in learning how to learn and to take responsibility for their learning.

Our Code of Positive Behaviour allows our students to access the appropriate support and guidance when coping with the demands of school life.

By following our Code of Positive Behaviour, it is our hope that we will be in the process of equipping our students to become active responsible citizens and lifelong independent learners while developing the necessary skills that are required for participation in the global economy such as collaboration, creativity, critical thinking, inclusion and working with others.

PART I

Our Code of Positive Behaviour incorporates the values of care, respect, community, inclusion, equality, justice and fairness as outlined in the characteristic spirit of our school. The values and the standards of behaviour that we promote in this Code of Positive Behaviour provide and support an atmosphere which is conducive to excellence in teaching and learning.

Our Code of Positive Behaviour outlines the essential standards of behaviour that are required to ensure that every student can learn within an inclusive and caring school environment that is committed to recognising the unique dignity and value of each individual. The standards at the core of this code of behaviour are:



1. Respect

I will show respect for myself, other students, all staff, visitors to the school and school property at all times.

This means:

I agree to have RESPECT FOR MYSELF and will

- Wear my full uniform including the school jacket in school, on school trips (unless otherwise informed) and during the State Examinations.
- Only wear my PE uniform on days when I am timetabled for Physical Education or when I have been requested to do so by a member of staff.
- Remain on the school premises for the duration of the full school day unless I have been given permission to leave by a member of our Senior Leadership and Management Team.

- Use appropriate language and actions at all times that are neither offensive, threatening nor abusive.
- Walk throughout the school buildings, avoid pushing, running and shoving and will only enter administrative and practical areas when advised to do so by an adult.
- Collaborate with the members of all teams and groups I am involved with throughout school life.
- Care for all property belonging to myself, other students, staff members, school visitors and the school grounds.
- Take responsibility to care for school books and accessories by clearly marking my name on all such belongings
- Only use toilets during break times or will have written permission from my teacher in my School Journal if I need to use this facility during timetabled lessons
- Flush toilets after use, wash my hands and keep all food and drink belonging to me out of school toilets.
- Adhere to all instructions in relation to areas that are deemed 'Out of Bounds' by our school's Board of Management or the Senior Leadership and Management Team.
- Safely use footpaths and cross roads while coming to and from school or during any school related activity either inside or outside school hours.
- Follow the high expectations laid out in this Code of Positive Behaviour throughout the school campus (E.g. in the canteen, toilets, on corridors, outside school buildings, etc.) during school and after (e.g. while waiting on buses, attending afterschool activities including study/homework club, during State Exams, etc.) and while partaking in any school related activity (both national and international).

I agree to have RESPECT FOR OTHERS and will

- Ensure that my actions towards all members of the school community are carried out in a polite, friendly and inclusive manner.
- Be caring to all who use our school so that everyone is treated to an environment that is free from disruption, interference with one's personal space including lockers and school bags, verbal abuse or slagging, bullying and physical violence.
- Inform a member of staff if I suspect that another student is being treated unfairly or bullied.
- Be kind by seeking to build strong, open and friendly relationships with my peers and all adults in our school community.
- Follow directions given by staff at all times and will be truthful when conversing with a member of staff.
- Keep school bathrooms clean and tidy and will vacate this area after use.
- Uphold the privacy of other students, staff and visitors to the school by being confidential in relation to another's learning, results, circumstances or school related activities, unless it is unsafe or improper to keep this information private.
- Ensure that no inappropriate disclosure of a person's private information is shared by me in any format. (E.g. verbal, written, photographic or via any technological device, etc.), unless I have been requested to do so by my year head, deputy principal(s) and/or the Principal.
- Treat school staff, students and members of the community with respect while partaking in school related activities.

I agree to have RESPECT FOR SCHOOL PROPERTY and will

- Tidy up after myself in eating areas and dispose of my rubbish in the relevant bins throughout our school.

- Respect my base classroom and promise not to have chewing gum or bottles of correcting fluid in my possession in our school.
- Respectfully use electronic devices belonging to the school and correctly return them to their location for charging.
- Ensure that school property is not damaged, vandalised or stolen on or off the school campus.
- Avoid interference with school equipment such as fire safety equipment, alarms, cameras, data projectors and other fixtures which have been installed for the safety, wellbeing and learning of all who use our school.
- Use non-aerosol deodorants and sprays while inside any of the school buildings to avoid interference with fire safety equipment.
- Accept that the use of school lockers and storage spaces are for my convenience and that continued use of this privilege is dependent upon care and respect of this property.
- Report any concerns I have about school property to a member of staff

2. Engagement

I will engage with the school's curriculum, have a positive attitude to my work and always do my best by availing of all opportunities to work and learn.

This means I agree to

- Come to school each day and attend all classes for the duration of the school day by seeking to schedule any appointments I may have outside school hours or term time.
- Remain on the school grounds for the duration of the school day unless I have been given permission to leave by my year head, a deputy principal or the principal.
- Attend all timetabled classes and to remain in class until the teacher gives permission to leave at the end of the lesson.
- Be punctual so that class can start on time.
- Have in my possession all necessary equipment, materials, textbooks and copybooks that are required for each class, including the School Journal.
- Participate in an active and positive way in all lessons and extended learning activities to improve my knowledge and skills.
- Follow all instructions from my class teacher.
- Take responsibility and record all homework and/or classwork in my Homework Journal for each lesson.
- Get my Journal signed at least once a week by my parent(s)/guardian(s) from 1st year to Transition year
- Always do homework to the best of my ability – written work, oral work, practical work and study.
- Seek permission from my teacher and obtain a note in my School Journal which I will carry with me at all times if I need to leave a lesson at any stage.
- Request permission from my year head/deputy principal(s) and/or principal to use my mobile phone or the student school phone located in the new building of our school if I need to contact my parent(s)/guardian(s) at any stage throughout the school day.
- Only use mobile phones or electronic devices on the school premises or on school related activities if I have been given consent to do so by my teacher or a member of school staff.
- Accept that if my mobile phone is seen, heard or used on the school campus or on school related activities without the expressed consent of a member of staff that as far as

practicable the procedures outlined in appendix one (Policy on mobile phones and other technological equipment) of this code of positive behaviour will be followed.

- Take action and inform a member of the school management team and/or administration staff if my class is unsupervised at any time.
- Take an active part in the development of our school by electing suitable members to the Student Council and/or seeking nomination for election to this group.
- Avail of the extended learning programme in our school through my engagement in extra-curricular activities.
- Follow all procedures when signing out of school. This means that if I need to sign out during the school day I will have a note from my parent(s)/guardian(s) on Vsware (or in my school journal if this cannot be achieved) detailing the time that I need to sign out at and when I will be returning to school. I will then present myself to the relevant Deputy Principal (or school administration staff if the Deputy Principal is unavailable) where I will await collection by my parent(s)/guardian(s) from the assigned area. Both and Parent/guardian and I will sign the Departure Log. If I return to school on the same day I will report to the Deputy Principal to be signed back into school.
- Follow all procedures if I am absent from school. This means that if I am absent from school for any length of time my parent/guardian will upload a note on Vsware or contact the school to discuss the reason for my absence with either the school's administration staff, the Home School Community Liaison Officer, the Attendance Officer, my Year Head, the relevant Deputy Principal or Principal. This is required by the Education Act, 1998.

3. Responsibility

I will take action to promote my own wellbeing and that of others by making right choices to protect my safety, attention, memory and ability to learn and that of others.

This Means I agree that

- I will not smoke or have, use, pass, buy, sell or share alcohol, cigarettes, e-cigarettes, vapes, smoking paraphernalia, solvents, or drugs, legal or illegal while on the school premises, wearing the school uniform outside the school or while on school related activities
- I will not have, use, pass, buy, sell or share fireworks or similar products including laser lights or any offensive weapon while on the school premises, wearing the school uniform outside the school or while on school related activities.
- I will be responsible by ensuring that I am not under the influence of alcohol or drugs at any time during the school day, while in school uniform or on school related activities.
- I am aware that in accordance with the Public Health (Tobacco) Amendment Act 2004 smoking in a public building is prohibited and I will adhere to this legislation. I understand that appendix two of our Code of Positive Behaviour will be applied if I do not uphold this value of responsibility.

4. Acceptance

I will work with all members of the school community to uphold our School's Code of Positive Behaviour

As a student of Ardee Community School, I promise to abide by the values of our school and the standards of expected behaviour and their interpretation as outlined in Our Code of Positive Behaviour. I accept that in upholding this Code of Positive Behaviour I am making a positive contribution to our school and pledging to co-operate with all members of the school community to progress my learning.

Signed (Student): _____

As a parent/guardian of the above student I hereby confirm my intention to co-operate with the school authorities to support my child in upholding the values and standards of expected behaviour outlined in the Code of Positive Behaviour of Ardee Community School. I accept that the school has the right to investigate any infringements of the Code of Positive Behaviour and to apply interventions and sanctions as detailed in Parts II and III of this Code, which I have read and accepted on enrolment/ratification by the Board of Management.

Signed (Parent/Guardian): _____

PART II

ACKNOWLEDGEMENT OF POSITIVE BEHAVIOUR

In Ardee Community School we are acutely aware that most of our students will attain an education without ever being in breach of our Code of Positive Behaviour. We recognise that these students understand that learning matters and by doing so they make a valuable contribution to the progression of a quality learning environment within our school. Their support of our school community has a significant impact on student outcomes, student engagement and participation as well as lesson preparation and teaching. From time to time students may be given acknowledgement for some or all of the following:

- Promoting a positive school environment that encourages respect and reinforces positive behaviour
- Supporting a positive and safe learning environment for all
- Full attendance
- Achieving commendations and positive marks/notes in the School Journal or on the Vsware system
- Outstanding curricular achievements
- Outstanding extra-curricular achievements
- Outstanding contribution to college life or the greater community
- Random acts of kindness towards a fellow student, member of staff or the wider community
- Good or improved behaviour, punctuality and attendance
- Good or improved organisational skills

RECOGNITION OF POSITIVE BEHAVIOUR

To encourage and acknowledge a student's hard work, commitment, resilience and leadership qualities, as well as their sporting, musical or artistic skills we employ a range of initiatives to applaud and affirm them. Some of these initiatives may include but are not limited to the following:

- Public announcement of congratulations on the school's Public-Address system.
- Note of Congratulations on Tutorial Notes
- Receipt of verbal praise and/or certificates or awards at assemblies taken by the year head and/or Deputy Principal/Principal from time to time.
- Year Head/Deputy Principal Meeting with class group(s).
- Affirmation of positive behaviour by classroom teacher either verbally, electronically or via a note in the student's school journal.
- Commendation slips and/or points awarded on the Vsware system to commend exceptional work, improvement or other student achievements.
- School Trip for a class or year group.
- Awards such as student of the month, attendance award, etc.
- Certificate of Merit
- Positive letter or phone call to parents/guardians.
- Display of students work around the school.
- Publication in the local newspapers, school publications, the school website or social media.
- Recommendation for election to the student council as a reward for demonstrating positive behaviour.

- Appointment to student leadership roles (e.g. mentor, prefect, etc.)
- Promotion to the role of Chairperson of the Student Council or Head Boy or Head Girl (including Deputy Head Boy/Girl) to represent the school and serve as a positive role model for others.
- Attendance at or participation in school concerts, carol services, musicals, plays or art exhibitions that promote the arts in our school and encourage teamwork, collaboration and the pursuit of excellence.
- Awards Ceremony at the end of the academic year to recognise contributions to school life and positive behaviour that have been made throughout the year.
- National Awards such as the Gaisce Award, John Paul II award, etc.
- Positive references while in school and/or on completion
- Inter-class competitions
- Enjoyment of privileges e.g. use of locker, attendance on educational tours, etc.
- Involvement in extra-curricular activities

SUPPORT FROM PARENTS/GUARDIANS

We recognise the valuable contribution that parents/guardians make to the education of their students. We endeavour to work closely with our Parents/Guardians to acknowledge positive behaviour and to promote the standards of respect, engagement, responsibility and acceptance that we expect from all students in our school. To achieve this our Parents/Guardian have a responsibility to ensure that they

- Sign their acceptance of the Code of Positive Behaviour on admission to the school and/or in their student's Journal.
- Uphold the procedures outlined in this Code of Positive Behaviour in relation to their student's Attendance at School, Uniform, Signing out Procedures, submission of note if student is absent, etc.
- Download the Vsware App, know their username (contact the school office if they are unsure of it at any time), turn on your Vsware App notifications and check in regularly with mail from the school and updates about their student(s)
- Keep Vsware log in details and password private and confidential from your student
- Are contactable at all times.
- Supply accurate contact details and notify us of any change of phone number, address, etc.
- Engage with their student's learning.
- Support their student's engagement with the School's Code of Positive Behaviour.
- Encourage respectful relationships between their student and staff in order to support learning and teaching.
- Provide support for learning at home.
- Attend Parent Teacher Meetings, Information Evenings, etc.
- Maintain regular contact with the school.
- Are available to meet with school personnel when requested.
- Keep the relevant Year Head/Deputy Principal informed of any circumstances that may affect their student's engagement with school. E.g. relevant assessment reports, Health concerns, etc.
- Join the Parents Association if possible

SCHOOL SUPPORTS

To promote positive behaviour and relationships our school offers a range of supports for all our students. This is provided for throughout Junior and Senior Cycle in our Wellbeing initiatives, talks and programmes such as SPHE, CSPE, JCSP, LCA and LCVP.

SUPPORT FROM ALL STAFF

All staff promote positive behaviour by using some of the following strategies

- Explaining, teaching and modelling good behaviour
- Outlining the expectation of good behaviour at student induction, tutorial, assemblies, etc.
- Displaying and referring to our shared understanding of respect and our expectations in the classroom, bathroom, canteen, etc.

SUPPORT FROM CLASSROOM TEACHERS

Our classroom teachers will also promote positive behaviour by using some of the following strategies

- Delivering and teaching positive behaviour programmes
- Differentiating the curriculum according to student need and ability
- Using interventions led by the Care Support and/or AEN Team including individual, small groups and whole school support
- Scaffolding students who have particular difficulties with behaviour regulation
- Developing and implementing behaviour plans (where necessary) in collaboration with staff and parents

SUPPORT FROM THE CLASS TUTOR AND YEAR HEAD

All students have a Class Tutor who meets with a group of students each day and undertakes the role of caring for a class group in order to promote positive behaviour and learning at every level. All students are assigned a Year Head who works closely with the team of class tutors and teachers in a year group. The Year Head provides a critical link between the Senior Leadership and Management Team and class tutors/classroom teachers. The remit of the Year Head is spread across three areas of responsibility including academic progression, pastoral care and behaviour support.

OTHER AVAILABLE SUPPORTS

We also offer other supports which can be assessed by our students from time to time. These include but are not limited to the following:

- Learning Support and Resource
- Initiatives to promote positive mental health
- Home School Community Liaison Officer (also a support to parents)
- Guidance programmes and lessons
- Career Guidance Support and Counselling
- Chaplaincy Services and Counselling

- School Completion Programme (for some students)
- Care Support Team
- Attendance Support Team
- Anti-Bullying Programme
- After School Study or Homework Club
- Education Welfare Officer
- External Supports from CAMHS, TUSLA, NEPS, etc.

THE CARE SUPPORT TEAM

The Care Support Team meets regularly to cater for the learning, social, emotional & behavioural needs of students. Our Care Support System is a student focused mechanism that seeks to:

- Co-ordinate support that is available for all students in the school
- Analyse data from student surveys and focus groups to improve support structures
- Create and review policies and programmes that support student wellbeing
- Enable students with support needs to access an appropriate and full education
- Ensure students with the greatest need receive the greatest support when required
- Respond to priority developments within our school and the local community
- Facilitate links to the community and other external support services

OUR CARE SUPPORT SYSTEM



INTERVENTIONS

We recognise that there may be times when a student may display behaviour that contradicts our Code of Positive Behaviour. In this case students will be encouraged to correct inappropriate behaviour as far as practicable without recourse to formal sanctions. The purpose of the intervention or sanction is to

- Help students to learn that their behaviour is undesirable
- Help students to recognise the effect of their actions and behaviour on others
- Help students to understand that they have choices about their own behaviour and that all choices have consequences
- Help students to take responsibility for their behaviour
- Reinforce boundaries set out in our Code of Positive Behaviour
- Signal to other students and staff that their wellbeing is being protected
- Prevent serious disruption of learning and teaching
- Keep the student and other students and adults in our school community safe

One intervention that we use to actively develop good relationships, prevent the escalation of conflict and to deal creatively with any behaviours of concern is Restorative Practice.

RESTORATIVE PRACTICE

This method of intervention empowers students and staff to talk through any conflict, with regard to their thoughts, how they might have acted differently and to suggest a solution to put things right. This process gives a voice to all parties in the conflict and students are encouraged to take responsibility for their actions.

The process involves the use of a set of prompts/questions in a safe environment. When harm has been caused by inappropriate and sometimes thoughtless behaviour all parties that are partaking in a restorative meeting will be given the opportunity to

- Tell their side of the story and feel heard
- Understand better how the situation happened
- Understand how the situation can be avoided another time
- Feel understood by the others involved
- Find a way to move on and feel better about themselves

Therefore the use of restorative practice

- Creates an ethos of respect, inclusion, accountability and responsibility
- Creates a commitment to relationships, fairness and impartiality
- Encourages collaboration, empowerment and emotional articulacy

An important element of restorative practice is that the intervention is voluntary. The success of the process depends largely on the willingness of people to take part and engage honestly in the process.

Sometimes if a student has been involved with inappropriate behaviour it may not be deemed fitting that restorative practice is used as an intervention to address the behaviour. Sometimes, a student may be unwilling or unable to engage in restorative practice. Therefore, other investigating procedures and interventions will be warranted.

INVESTIGATING PROCEDURES AND INTERVENTIONS

To address infringements of our Code of Positive Behaviour, staff may use a variety of interventions and/or sanctions that will be applied in a fair and reasonable manner. Sometimes our staff will be assisted with CCTV (as detailed in our CCTV policy) as part of our investigating procedures.

The interventions that we use to respond to behaviours of concern are spread across four levels via a ladder of referral depending on the presentation of the negative behaviour. The basic principal of this ladder of referral system is that the more serious the incident, the higher up the ladder it is dealt with.

LEVEL ONE – CLASSROOM TEACHER/SUPERVISOR

Some interventions that may be applied at this level by a classroom teacher or supervisor may include but is not limited to the following:

- A prompt to the student to engage with the learning activity and stay on task
- Discussing the matter with the student
- Advising the student on aspect(s) of behaviour that need to change
- Changing seating arrangements
- Writing a note in the school journal
- Extra homework/written work (No more than two A4 pages)
- Issuing a penalty sheet to the student
- Restorative Conversation with student(s)
- Confiscating a mobile phone if it is visible and/or used on the school grounds
- Confiscating items of clothing e.g. jacket that is not part of the school uniform
- Phone call home with parent/guardian
- Meeting with parent/Guardian
- Checking and Applying SEN/Care Support recommendations as per VSWare and/or Staff communication.
- Referral to SEN Co-ordinator and/or Care Support Team
- Writing a report for referral to the Year Head or Deputy Principal in the case of repeated negative behaviour that interferes with learning and teaching in the classroom.
- In some instances a teacher may request the assistance of the Year Head/Deputy Principal/Principal to remove a student from class/corridors due to repeated disruption or inappropriate behaviour or if there is a concern for the health, safety and wellbeing of others.

LEVEL TWO – YEAR HEAD

The Year Head may receive a referral in relation to a particular student if they are absent from class without permission or engaged in behaviour that repeatedly interferes with learning and teaching in the classroom such as repeated late coming, unwanted interruption or failure to bring all necessary materials to class. In Ardee Community School we recognise that the role of the Year Head is a supportive role whereby the Year Head works closely with a student in a pastoral capacity to encourage the student to alter their behaviour in a way that supports

them in their learning and academic progression. In doing so the Year Head will document and monitor the student over the days and weeks following any referral to them. Some interventions that may be applied by the Year Head may include any of the interventions at level one and/or the following:

- Meeting with student(s) to review and change behaviour
- Interviewing one or more students
- Receiving a written statement from one or more students
- Putting a student on report card
- Compiling a behaviour report
- Issuing target card(s)
- Issuing one or more lunchtime detentions to the student (students can eat their lunch during this time)
- Restorative Meeting with student(s) and/or staff
- Weekly/daily check in by Year Head
- Issuing an evening detention (with overnight notification to parent(s)/guardian(s))
- Arranging a meeting with Parents/Guardians
- Prohibiting access to some areas of the school at break time and/or lunchtime
- Developing and communicating behaviour plans with staff and parents
- Referral to any of the school supports as outlined above in our Code of Positive Behaviour
- Referral to the Principal/Deputy Principal(s)

LEVEL THREE – PRINCIPAL/DEPUTY PRINCIPAL(S)

The Principal/Deputy Principal(s) may receive a referral in relation to a particular student as a result of a serious incident and/or persistent infringements of our Code of Positive Behaviour. Examples of a serious incident that may be referred to the Principal/Deputy Principal(s) includes but is not limited to an instance of inappropriate language towards a member of staff, absence from class without permission, bullying, racial abuse, harassment of any kind that is directed at any member of our school community, persistent disruption of class, vandalism, possession or misuse of substances as outlined in part I of our Code of Positive Behaviour or if there is a concern about the health, safety and wellbeing of others in our school. In order to fully investigate any such incident the Principal/Deputy Principal(s) may be assisted by interviews, written statements, referrals and reports from any staff member or the Year Head, CCTV (as detailed in our CCTV Policy), meeting with in school support personnel and/or meeting with parents/guardians. Some interventions that may be applied by the Principal/Deputy Principal(s) may include any of the interventions at levels one and/or two and/or the following:

- Environmental duties
- Removal of privileges e.g. attendance at extra-curricular activities
- A financial contribution for any wilful damage and/or interference with school property or that of others while engaging with school related activities
- Suspension as detailed in part III of this policy
- Behaviour Reflection Meeting
- Referral to the Board of Management as detailed in part III of this policy

LEVEL FOUR – BOARD OF MANAGEMENT

The Board of Management of Ardee Community School reserves the right to arrange a meeting with parents/guardians and if necessary to apply further suspension(s) or expulsion as outlined in part III of this policy.

Interventions that may be used to Support Positive Behaviour

Board of Management

Meeting with Parent/Guardian

Further Suspension

Expulsion

Year Head

Restorative Meeting

Interviewing student(s)

Report Card

Regular Check In

Behaviour Report and Support Plan

Target Card

Detention

Phone call/Meeting with Home

Deputy Principal/Principal

Environmental duties

Removal of privileges

Financial Contribution Request

Meeting with Parent/Guardian

Behaviour Reflection Meeting

Suspension

Class Teacher

Prompt/reminder

Restorative conversation

Change seating arrangements

Note in Journal

Appropriate assignment of work

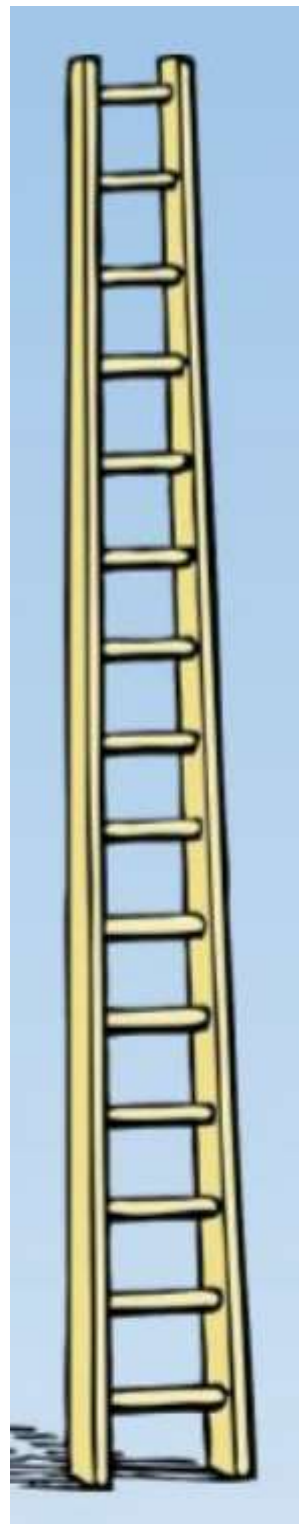
Penalty Sheet

Confiscation of belonging

Phone call/Meeting with Home

Check and/or referral to SEN/Care Support

Referral to Year Head



Restorative Practice empowers students and staff to talk through any conflict, with regard to their thoughts, how they might have acted differently and to suggest a solution to put things right.

PART III – SUSPENSION AND EXPULSION POLICY

SUSPENSION

RATIONALE

In Ardee Community School our Mission Statement endeavours to provide the best educational environment where effective teaching and learning can take place. The Board has obligations under Health and Safety to provide a safe place of work. “The Board shall take other reasonable measures as it considers appropriate to ensure that good order and discipline is maintained and the safety of staff and students is secured.” It is acceptable that the school can only function effectively with a clear Code of Behaviour that recognises the right of the pupil to learn unimpeded and the right of the teacher to teach without obstruction. As part of the code of behaviour, the Board of Management must ensure that the school has a policy on, and procedures for, the use of suspension. Suspension and expulsion will only be exercised by the Principal/Board as a proportionate response to a student’s behaviour.

DEFINITION

Suspension is defined as requiring the student to absent himself/herself from the school for a specified, limited period of school days. (NEWB Guidelines, pg 70). The decision to suspend is made by the Principal, or in the Principal’s absence, the Deputy Principal(s).

GROUNDINGS FOR SUSPENSION

The decision to suspend a student requires serious grounds such as:

- Disruption of teaching and learning
- The student’s presence in the school is a threat to health, safety and wellbeing
- Refusal to follow instructions
- A single incident of serious misconduct
- Threatening and abusive behaviour to a student or member of staff
- Threatening and abusive language towards a student or member of staff
- Persistent bullying
- Damage to property
- Selling, buying, passing, sharing, using or in possession of drugs or any illegal substances including alcohol.
- Being under the influence of alcohol and/or drugs or suspected of being under the influence of alcohol and/or drugs
- Selling, buying, passing, sharing, using or in possession of fireworks or any offensive weapon on the school premises or anywhere in school uniform
- Fighting
- Smoking/Vaping inside the school building
- Failure to attend detentions
- Misuse of the internet and/or Social Media

PROCEDURES

Where a preliminary assessment of the facts, as ascertained by the Principal, could warrant suspension, the school will observe the following procedures:

- Inform the student and their parents/guardians about the complaint
- Give parents/guardians and the student an opportunity to respond
- Parents/Guardians of the student shall be informed by phone and a letter will be sent home as soon as reasonably possible thereafter. This letter will normally include the following:
 - Notice of suspension
 - Starting date of the suspension
 - Reason for the suspension
 - Expectations of the student while on suspension
 - Importance of parental support in resolving the matter
 - A statement that the Education Welfare Board has been informed if the student has being suspended for more than six days
 - Information regarding an appeal of the suspension to the Board of Management
 - Requirements which need to be in place when the student returns
 - Department of Education and Skills will be informed if suspensions exceed 20days and an appeals form will be enclosed if appropriate
 - All Suspensions will be reported to and noted by the Board of Management

The Board of Management of Ardee Community School has authorised the Principal to suspend for a maximum of three days.

In consultation with the Chairperson of the Board of Management, the Principal may suspend a student for five school days.

If a longer period of suspension is warranted the matter will be referred to the Board for consideration and a hearing will ensue. The procedures for investigating and informing the Board of Management hearing are the same as those for expulsion (See the relevant section under expulsion). The Board of Management can suspend for a maximum of ten days.

APPEALS

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a student.

- All suspensions may be appealed to the Board of Management
- Appeals should be made in writing as soon as practically possible to the Secretary, Board of Management, Ardee Community School.
- The student may be requested to remain at home and away from the vicinity of the school for the duration of the suspension, while any appeal on a suspension is in progress.
- If the suspension is served and the appeal is successful, the suspension will then be removed from the student's file/record.
- All appeals will be heard by the Board of Management as soon as possible.
- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians, or a student aged over eighteen, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education Act, 2007.

- At the time when parents/guardians are being formally notified of such a suspension, they and the student will be furnished with the relevant information to appeal to the Secretary General of the Department of Education and Skills (Section 29 of the Education Act 1998).

GROUNDINGS FOR REMOVING A SUSPENSION

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under Section 29 of the Education Act 1998.

REINTEGRATING THE STUDENT

- The school will encourage the student to take responsibility for catching up on work missed.
- Students must complete detentions, go on report and/or accept any other requirements put in place for their return.
- Where deemed appropriate, a student may be referred to the Care Support Team and a care plan for the student may be put in place.
- A student may be referred to the guidance/counselling team or chaplain for support.

EXPULSION

DEFINITION

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him/her from the school, having complied with the provisions of Section 24 of the Education (Welfare) Act 2000.

GROUNDINGS FOR EXPULSION

A proposal to expel a student requires serious grounds as follows:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constitutes a real and significant threat to health and safety.
- The student is responsible for serious damage to property.
- The student is/was selling, buying, passing, sharing, using or in possession of drugs or any illegal substances on the school premises or anywhere in school uniform.
- The student has persistently broken the school Code of Positive Behaviour
- The student is involved in a single incident of a serious nature

Where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

AUTOMATIC EXPULSION

A Board of Management may decide, as part of the school's policy on sanctions and following the consultation process with the Principal, parents/guardians, teachers and students, that particular named behaviours incur expulsion as a sanction.

However, a decision to impose expulsion will only take place after the school authorities have followed fair procedures and due process.

EXPULSION FOR A FIRST OFFENCE

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the Code could include, but is not limited to the following:

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

PROCEDURES

Where a preliminary assessment of the facts confirms serious misbehaviour, as mentioned in the grounds for expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the principal in accordance with the relevant school policy.

This investigation will be carried out by the Deputy Principal or other member(s) of staff, as nominated by the Principal. Under the principles of natural justice a written report is furnished by the staff member or member(s) and the student is given the opportunity to furnish an oral or written submission outlining their version of events. Other witnesses including students will be asked to give an account of the incident, if necessary.

In investigating an allegation, in line with fair procedures, the Principal should:

- Inform the student and their parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents/guardians and the student every opportunity to respond to the complaint of serious behaviour before a decision is made and before a sanction is imposed.

2. A recommendation to the Board of Management by the Principal.

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

- Inform the parents/guardians and the student that the Board of Management is being asked to consider expulsion.
- Ensure that parents/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board of Management with the same comprehensive records as are given to the parents/guardians.
- Notify the parents/guardians of the date of the hearing by the Board of Management and invite them to that hearing.
- Advise the parents/guardians that they can make a written and oral submission to the Board of Management.
- Ensure that parents/guardians have enough notice to allow them to prepare for the hearing.
- In normal circumstances when the decision to recommend expulsion is being exercised, a Board of Management meeting will be called within 3 working school days.
- Suspend a student in the intervening time, under normal circumstances.
- Inform parents/guardians that they will be facilitated if they wish to be accompanied to the meeting by a third party.
- Request that parents/guardians notify the school, if possible, of their intention to attend the hearing and whether or not they will be bringing a third party.

CONSIDERATION BY THE BOARD OF MANAGEMENT OF THE PRINCIPAL'S RECOMMENDATION AND THE HOLDING OF A HEARING

The Board will review all documentation and the circumstances of the case. The Principal, parents/guardians and the student will have the opportunity to put their case to the Board in each other's presence. The Board will take care to ensure that they are and are seen to be impartial as between the Principal and the student. After both sides have been heard, the Board will ensure that the Principal and the parents/guardians are not present for the Board's deliberations. The Board will then deliberate on whether disciplinary action is warranted, and if so, whether expulsion is appropriate.

BOARD OF MANAGEMENT ACTIONS FOLLOWING THE HEARING

Where the Board of Management has decided that expulsion is necessary, they will:

- Inform parents/guardians in writing about its conclusions, including the reasons for why it is of the opinion the student should be expelled. The Board should advise the parents that it will meet again after the expiration of twenty school days at which a final decision on the matter will be made by the Board of Management.
- ensure that the Education Welfare Board has been informed
- Inform the EWB on the official form/documentation in accordance with Section 24 (1) of the Education Welfare Act.
- Ensure that parents/guardians will be informed in the letter mentioned above, that the Education Welfare Board has been informed.

CONSULTATION ARRANGED BY THE EDUCATIONAL WELFARE BOARD OFFICER

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Board will:

- Make all reasonable efforts to hold individual consultations with the Principal, the parents/guardians and the student, and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend (*Education (Welfare) Act 2000*, section 24).

CONFIRMATION OF THE DECISION TO EXPEL

Where the twenty day period following notification to the Educational Welfare Officer has elapsed, the Board will reconvene to consider the matter further. If the Board are still of opinion that the student should be expelled they will make a decision to expel the student.

The Board of Management will confirm their decision to expel in writing to the parents of the student confirming the decision to expel and notifying them of their rights to appeal the decision to the Secretary General of the Department of Education and Skills pursuant to Section 29 of the Education Act, 1998. Parents should be advised that an appeal should be made within forty two calendar days from the date the parent or student is notified of the expulsion.

The NEWB Guidelines pertaining to suspension and expulsion have been adopted by the Board of Management of Ardee Community School and are available from the school office or on the NEWB website – www.newb.ie

ACCEPTANCE OF THE CODE OF POSITIVE BEHAVIOUR AND THE SUSPENSION AND EXPULSION POLICY OF ARDEE COMMUNITY SCHOOL ON ENROLMENT/RATIFICATION OF THIS POLICY

As a student of Ardee Community School, I promise to abide by the values and their interpretation as outlined in our Code of Positive Behaviour. I accept that the school has the right to investigate any infringements of the Code of Positive Behaviour and to apply interventions and sanctions as detailed in Parts II and III of this Code, which I have read and hereby accept as part of the enrolment process/following ratification of this policy by the Board of Management.

Signed (Student): _____

As parent/guardian(s) of the above student I hereby confirm my intention to co-operate with the school authorities to support my child in upholding the values of the Code of Positive Behaviour in Ardee Community School. I accept that the school has the right to investigate any infringements of the Code of Positive Behaviour and to apply interventions and sanctions as detailed in Parts II and III of this Code, which I have read and hereby accept as part of the enrolment process/following ratification of this policy by the Board of Management. I

understand that changes may be made to this document from time to time and that every effort will be made by the school authorities to consult with me in relation to these changes.

Signed (Parent/Guardian(s)): _____

APPENDIX ONE – POLICY ON MOBILE PHONES AND OTHER TECHNOLOGICAL EQUIPMENT



Ardee Community School

Bring Your Own Device (BYOD) Acceptable Use Policy (AUP).

BYOD Parent/Student AUP

Purpose:

The Bring Your Own Device (BYOD) programme involves allowing students to bring their own 'mobile devices' to school to support learning activities. In the interest of supporting student-centred learning and allowing students to take more control of their own learning, the school will allow students to use certain mobile devices in the school. Students and parents wishing to participate in the BYOD programme must accept the responsibilities stated in the BYOD Acceptable Use Policy (AUP) as outlined below.

Types of mobile devices allowed under this policy:

For the purpose of this programme, a 'mobile device' refers to a pupil/student owned device such as a tablet, laptop, netbook, iPod touch, or suitable smart phone. Personal gaming devices are not allowed under the BYOD programme. The school decides on the type of allowed device.

BYOD Acceptable Use Policy (AUP) Summary:

1. Any student who wishes to use a personally owned mobile device within school must read and accept this AUP. A parent/guardian of this student must also read and accept this AUP.
2. Students take responsibility for appropriate use of their device at all times. The school is not responsible in any way for the device or for its use.
3. Students/parents/guardians are responsible for any device that a student chooses to bring to the school, including **any loss, breakages, costs of repair, or replacement**.
4. During school hours students are allowed to use their device **for learning related activities only and only when requested to by their teacher**.
5. Students take responsibility for **ensuring that their device is powered-off at all times during the school day**, except when given permission, as above by their teacher, to turn their device on for learning tasks.
6. **Device Box** - Students are required to **place their device (powered off) in a box provided on the teacher's desk at the start of each lesson**.
7. Students are **not permitted to make/take calls or messages on their device during the school day**. Communications from parents/guardians are facilitated through the school reception and students are facilitated by use of the student phone, located in the lobby of the new building, which can be used by students at breaktimes.
8. The school reserves **the right to inspect or monitor student mobile devices** during school hours.

9. Students will **comply with teachers' requests** regarding use of devices during school hours, and classes.
10. Mobile **devices must be charged** prior to bringing them to school to be usable during school hours. Charging devices in the school is not an option.
11. Students may **not use the devices to record, transmit or share any photos or video of any staff member(s) or student(s).**
12. Students **may use the school WiFi network and content filtered broadband.** Use of other unfiltered public wireless connections, such as mobile networks and the use of a VPN, is not allowed during school hours.
13. The school reserves the right to change the AUP in line with overall schools policy.
14. Violations of any school policies or rules involving a student device, contrary to this AUP, will be dealt with under the schools Code of Positive Behaviour.

Mobile devices found to be powered-on or in use without permission or used contrary to this AUP are retained in the school office until the end of the school day, and it is the responsibility of the student to collect their phone.

In the case of persistent breaches of the AUP a parent/guardian may be requested to attend the school to collect the student device.

Students in breach of the AUP may face not being allowed to continue using the device during school hours and/or sanctions may be imposed as determined by the school.

As a student I understand and will abide by this AUP. I understand that any violation of this AUP may result in not being able to use my mobile device in school, and could mean other disciplinary action.

Student Name: _____ (in capitals)

Student signature: _____ Date: _____

As Parent/Guardian I understand that my child accepts the responsibilities outlined in the BYOD AUP. I have discussed the AUP with them and we both understand our responsibilities.

Parent/Guardian Name: _____ (in capitals)

Parent/Guardian signature: _____ Date: _____

Alternative:

Students/parents who do not wish to bring a device to school must inform the school of their decision to opt-out. Therefore if you do not wish to accept the policy please contact the school at info@ardeecs.ie by 31st August at the commencement of the academic year, or as your request arises during the school year. Students/parents can borrow a device by arrangement with the school in this case where it is desired or required for classwork.

APPENDIX TWO – POLICY ON SMOKING IN A PUBLIC BUILDING

In accordance with Public Health (Tobacco) Amendment Act 2004 smoking in a public building is prohibited - therefore smoking is not allowed in the school, the school grounds or the school environs at any time, while a student is wearing the school uniform or is involved in school related activities.

Students found in possession of cigarettes, e-cigarettes, smoking paraphernalia, vapes or illegal substances may be subject to some of the following sanctions:

- Parents/ Guardians will be informed via text, or phone call.
- An agreed number of lunchtime detentions.
- Suspension if smoking within school building or under suspicion of being in possession of smoking paraphernalia.

If students are found in possession of or under reasonable suspicion of using, supplying, or sharing banned substances.

- Parents/ Guardians will be contacted.
- Definite suspension.
- Possible Garda notification.
- Possible expulsion.

SCHOOL UNIFORM IN ARDEE COMMUNITY SCHOOL

Ardee Community School
School Uniform
2023



- ✓ Navy v-neck crested jumper
- ✓ Charcoal-grey shirt
- ✓ ACS skirt (length: below knee) & navy knee-socks.
- ✓ Grey trouser
- ✓ Plain black shoe/trainer

PE Gear (to be worn on PE day only)

- ✓ ¼ Zip top & t-shirt
- ✓ Navy or Black tracksuit bottoms/leggings.
- ✓ Appropriate footwear

Old & new style PE tops are both permitted.

Plain navy or black sports pants/leggings.

Black shoes or black runners

ACS coat
(other non-uniform coats are not permitted).

Puffa-style navy school coat

Older versions of school coat also permitted

Navy ACS hoodie (Optional)

Note: School t-shirt or shirt/jumper must be worn with the hoodie.
Non-uniform kits/tops are not permitted.

All uniform clothing is available for purchase locally.

Show Respect for Myself in School



Wear the correct uniform



Use appropriate language



Care for my books and all school property



Be kind to everybody by my actions



Be responsible for my safety and hygiene



Be punctual and focus on my work

Show Respect for Others in School



NOT IN MY SCHOOL!

Act with care and kindness to others

Report bullying

Keep my mobile phone out of sight

Engage positively in class

Follow the directions of staff

Let everyone have their privacy

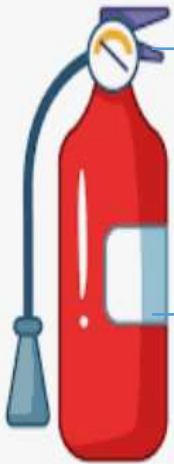


Show Respect for our School Environment



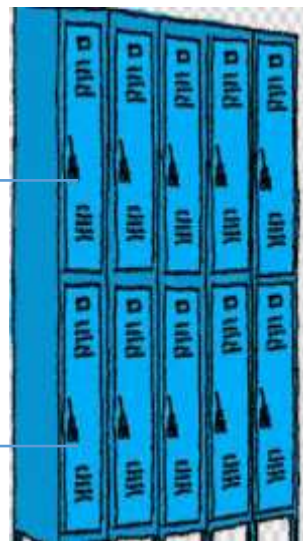
Keep classrooms and eating areas clean and tidy

Carefully return electronic devices to their location

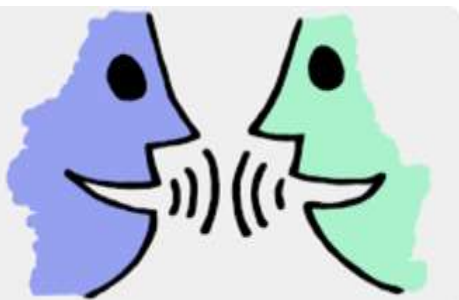


Look after school equipment

Use lockers and storage areas appropriately



Report damage to school property





Positive Engagement in the Classroom



Be ready: be on time for each class and have your books, equipment and journal on the desk.

Respect: be respectful to teachers, classmates and support staff. Follow instructions from staff.



Appropriate language: Use respectful and suitable language when speaking in the classroom.

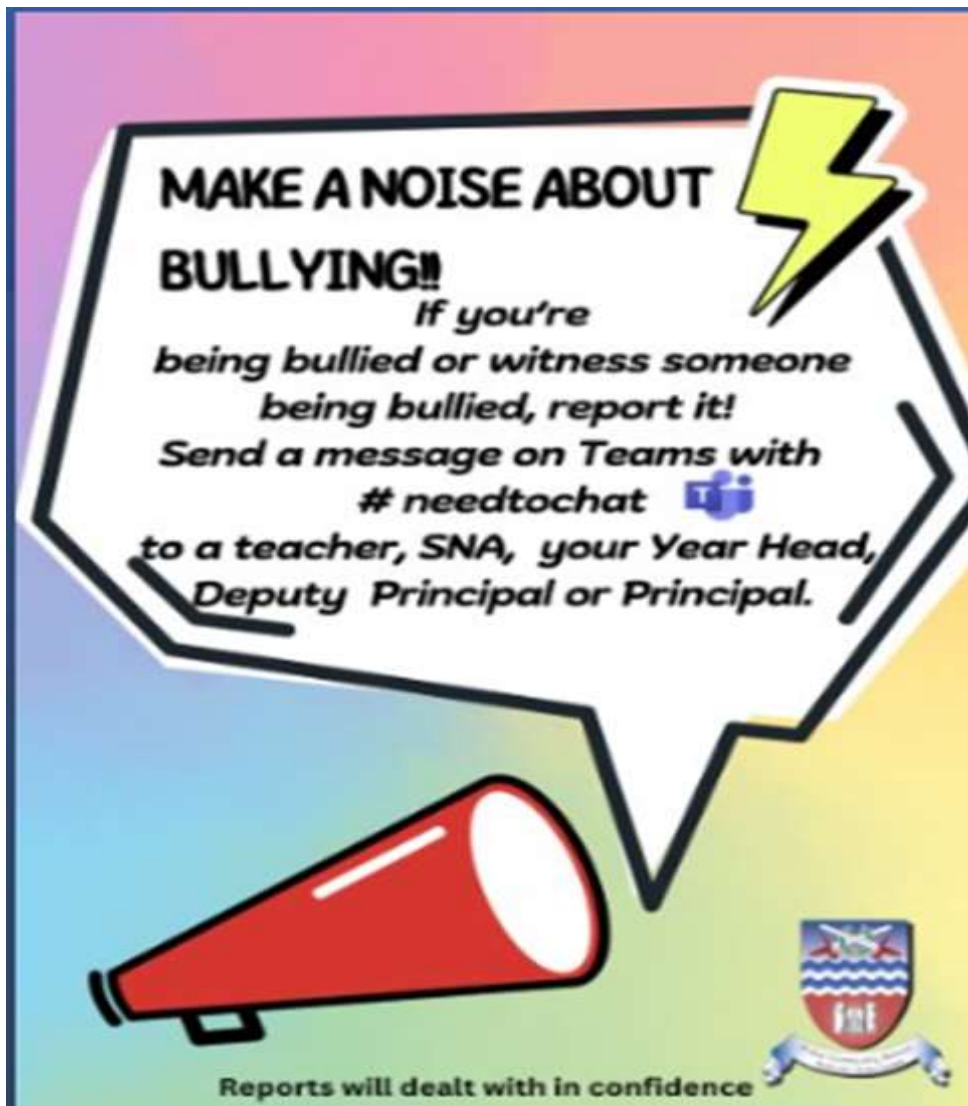
Be tidy: Use the bins provided, put books and equipment away when finished and push in chairs.



Engagement: Stay focused on classwork and do all homework to the best of your ability





REPORT INCIDENTS OF BULLYING



MAKE A NOISE ABOUT BULLYING!!

If you're being bullied or witness someone being bullied, report it!

Send a message on Teams with #needtochat  to a teacher, SNA, your Year Head, Deputy Principal or Principal.

Reports will dealt with in confidence 

Mobile Phones in our School



Mobile Phones must be **POWERED OFF** and are **NOT** to be seen or heard at any stage throughout the school day

The only exception to this is if your teacher gives you permission to use your phone in which case it **MUST** remain flat on your desk.

Mobile phones should **NEVER** be held upright to give the impression that the camera may be in use.

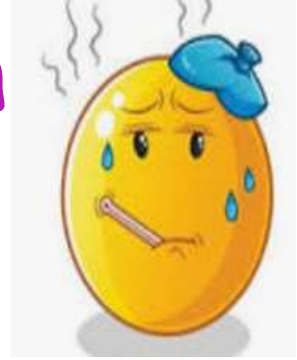
When requested by your teacher Mobile Phones must be placed in the Device Box at the start of class and collected at the end of the lesson.

Mobile Phones should have a personal label/identifier on them if you choose to take it to school



The school accepts no responsibility for any loss or damage to a mobile phone on the school premises even if it is confiscated or held in the classroom box.

When feeling sick in school



1. Inform your teacher: Raise your hand to tell your teacher and request to go to Sick Bay/Deputy Principal.

2. Get your diary signed and present to your Deputy Principal/Sick Bay: Take your school bag and signed diary with you to the Sick Bay.



3. Talk to a Deputy Principal: The Deputy Principal will support you depending on how you are feeling.



4. Contact home AFTER speaking with your Deputy Principal: The Deputy Principal will discuss whether you need to contact home first.



5. Await collection: You will be signed out on Vsware by your Deputy Principal/Year Head and parent/guardian

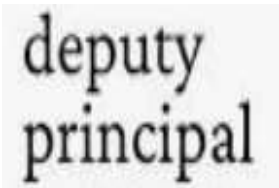




When Signing Out from School



Note on Vsware: Parent/Guardian uploads a note the night before with the requested time of sign out



Present to your Deputy Principal: Deputy Principal will check that you are signed out on Vsware



Await collection: Parent/guardian must collect you from the assigned area beside your Deputy Principals office



Complete Departure Log: Parent/Guardian AND student sign out using the Departure Log



On your return report to Deputy Principal: Report for sign in if you return to school on the same day



Expectations for the Bathroom



Place diaries in the document holder at the door



Keep the area tidy and free from school furniture



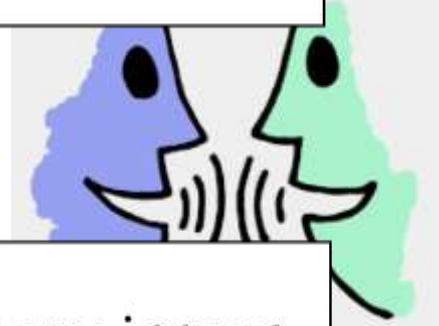
Keep food and drinks out of toilets



Flush toilet and wash your hands



Vacate the bathroom when finished using them



Report any issues to a member of staff

Expectations when using the Canteen



Enter and Exit through the external doors



Queue in an orderly manner behind the line until called



Have your canteen card or cash ready



Follow the One Way System



Say 'please' and 'thank you'



Use the bins provided and tidy up after yourself

Avail of the FREE breakfast every day from 8.00 - 8.45



Expectations when using the School Office

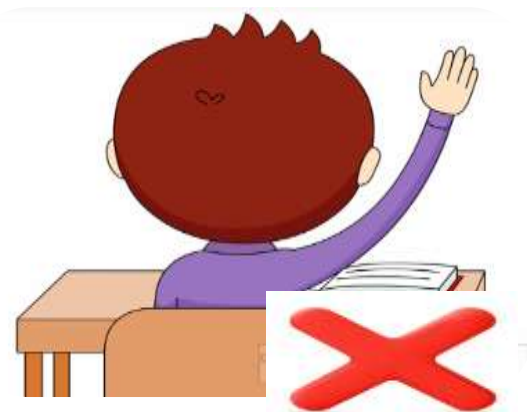
SCHOOL OFFICE OPENING HOURS	
Monday to Thursday	
08.30 - 10.30	
10.30 - 10.45	CLOSED
10.45 - 13.00	
13.00 - 13.30	CLOSED
13.30 - 16.30	
Friday	
08.30 - 10.30	
10.30 - 10.45	CLOSED
10.45 - 13.15	
13.15 - 13.45	CLOSED
13.45 - 15.15	



Ring the bell once for assistance



Wait patiently until the receptionist is available and you are called



Limit use to times when you are free and not timetabled for class

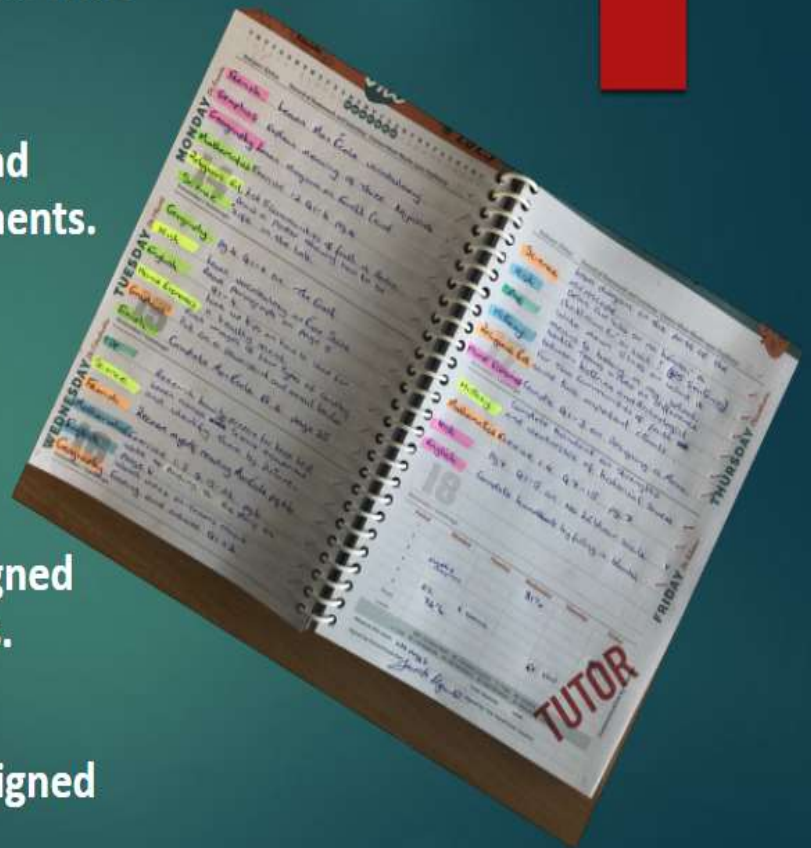


Say 'please' and 'thank you'

REMINDER ON STUDENT JOURNALS

A reminder on Student Journals

- ▶ Keep your Journal on your desk and open at all times for teacher comments.
- ▶ Accurately record homework and revision for each subject.
- ▶ Have your Journal with you and signed by your teacher when leaving class.
- ▶ 1st to 3rd years must have Journal signed at the end of every week.



REMINDERS WHEN LEAVING A LESSON



REMINDERS WHEN LEAVING A LESSON

Fill out your diary on the "Permission to Leave" section and ask your teacher to initial it.

Leave your phone in the classroom on the teacher's desk if going to the bathroom.

When you arrive to the bathroom place your diary in the document holder.



Return to class immediately when finished in the bathroom.

If visiting another lesson/staff member, ensure that you have a signed journal with you to show the visiting teacher/staff member that you have permission to visit them.

Visiting Teacher/staff member should update diary with the time that student has left them.