



# Dominican College Muckross Park

## Code of Behaviour

### INTRODUCTION

The Code of Behaviour of Dominican College, Muckross Park, has been developed, as required by the Education (Welfare) Act, 2000, section 23, in accordance with the National Education Welfare Board's (NEWB) 2008 document "Developing a Code of Behaviour: Guidelines for Schools". It was drawn up in consultation with the Board of Management, staff, parents and students of Dominican College, Muckross Park. It applies to all students in the school, to their parents and to all members of the school staff and management.

The Code of Behaviour helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The Code of Behaviour helps to foster an orderly, harmonious school where high standards of behaviour are expected and supported.

The Code of Behaviour will address the following:

- The standards of behaviour that shall be observed by each student attending the school;
- The whole school approach in promoting positive behaviour;
- The measures that shall be taken when a student fails or refuses to observe those standards;
- The procedures to be followed relating to notification of a student's absence from school.
- The procedures to be followed before a student may be suspended or expelled from the school;
- The grounds for removing a suspension imposed in relation to a student;

### AIMS

The aims of the Code of Behaviour of Dominican College, Muckross Park are:

- To promote good behaviour
- to build a school community where the rights of all students and staff are respected
- to create a positive, happy and safe environment so that effective teaching and learning can take place
- to encourage students to take personal responsibility for their learning and their behaviour and to help them to mature into responsible, participating citizens
- to correct unacceptable behaviour by offering guidance and support
- to help build positive relationships of mutual respect and mutual support among students, staff parents and management
- to encourage all members of the school community to be aware of their responsibilities as well as their rights and to understand why the code is important and their part in making it work
- to ensure that the school's high expectations for the behaviour of all members of the school community are widely known and understood so that all will strive to create an atmosphere that encourages and reinforces good behaviour and prepares students for the world after school

### ROLES AND RESPONSIBILITIES

#### Le Chéile

Under the provision of the Education Act 1998, each school has a patron who carries out certain functions specified under the Act. The Le Chéile Trust is the patron of Dominican College, Muckross Park.

#### The Board of Management

The Board of Management of the school has responsibility for the ethos of the school, as well as having overall responsibility for school policies. It plays an active role in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities.

The Board of Management has the authority to suspend and expel a student. It is the body to whom parents/guardians and students over 18 can make an initial appeal in cases of suspension or expulsion.

### **The Principal**

It is the responsibility of the Principal to ensure that the code of behaviour is implemented in the school. The Principal may intervene at any time and may issue suspensions and recommend students for expulsion.

### **The Deputy Principal**

The Deputy Principal may at any time be consulted regarding cases of misbehaviour but generally intervenes in more serious cases.

### **The Year Head**

The Year Head has overall responsibility in consultation with the Principal for pastoral, academic and behavioural issues in their year group. The Year Head monitors conduct and attendance and liaises with parents, Form Tutors and class teachers. The Year Head also liaises with the Principal and Deputy Principal regarding more serious breaches of discipline.

### **The Form Tutor**

The Form Tutor is assigned to a class and will work with the Year Head of that year group. The Form Tutor has a pastoral role and also closely monitors the behaviour of the students in their class group in terms of punctuality, attendance, notes in journals and uniform.

### **The Class Teacher**

The class teacher monitors behaviour during class, on the way to class and after class. He or she will deal with routine incidents of misbehaviour and should report behaviour of concern to the Form Tutor or Year Head. Class teachers will provide peer support for each other in dealing with student misbehaviour.

### **Guidance Counsellor and Resource Teachers**

Members of the Resource Team advise staff members of the learning needs of students. The Guidance Counsellor can refer students to other relevant community agencies when appropriate.

### **Teachers and other Staff Members**

All members of staff have a responsibility to model good behaviour and to correct misbehaviour.

### **Parents/Guardians**

The support of parents/guardians is fundamental to the implementation of the school's Code of Behaviour. By enrolling their daughter in the school parents/guardians indicate their agreement with and support of the code.

Where a student is absent from school during part of a school day, or for a school day or more than a school day, the parent/guardian must notify the school in writing of the reasons for the student's absence in accordance with the Education Act 1998.

### **Students**

Students are expected to do their best to follow the Code of Behaviour of the school. All students must sign their acceptance of the code each year in their Journal.

## **RULES OF THE SCHOOL**

The School Rules are drawn up in accordance with the stated aims of the Code of Behaviour.

### **1. Respect and Good Manners**

Students are expected to show respect at all times for themselves, for fellow students, for all staff both teaching and non-teaching, for visitors to the school and for our environment. Abuse on the basis of gender, marital status, family status, sexual orientation, religion, age, disability will not be tolerated. Bullying or harassment in any form will not be tolerated and will be dealt with very seriously.

Students can show respect for themselves by taking pride in their own work and appearance and the appearance of the school, by taking responsibility for disposing of their own litter and by always behaving with dignity.

Respect can be shown to fellow students by contributing to a caring and mutually inclusive environment.

Respect can be shown to staff and visitors by courtesy, speaking to them with respect and good manners. Students should make way for staff and visitors on corridors and stairs and should open doors to let them pass first.

Students are expected to take direction and instruction from all staff members and from those in a position of leadership, while at school, outside school in school uniform and during school related activities.

Disruption of teaching or learning will not be tolerated. Students are expected to arrive on time for class with the appropriate books, copies and equipment for each class. Homework should be completed on time. Students should not absent themselves from class

without the permission of the teacher of that class. Any student given permission by a class teacher to leave the class will be given a 'Corridor Pass' by the teacher.

Respect for school property is expected at all times.

## **2. Attendance**

Each student is expected to attend school regularly, in accordance with the Education (Welfare) Act 2000 and to attend all classes and activities during the school day.

Classes begin at 8.50 a.m. Students are expected to be in school by 8.40 a.m. to ensure that they are on time for their first and all other classes during the school day.

Students from 1<sup>st</sup> to 5<sup>th</sup> year are not permitted to leave the school grounds during school hours. 6<sup>th</sup> Year students have permission to leave the school grounds during lunch time.

No student may leave the school premises during the school day without permission from one of the following: Year Head, Deputy Principal or Principal. In the event of a student becoming ill during the school day she should speak to her Year Head, the Deputy Principal or Principal, who will arrange for her parent/guardian to be contacted **by the school** so that they can collect their daughter. Students who are ill may not leave the school unaccompanied, without parental consent.

Before leaving the school the student must sign the 'Egress Book'.

Any absence from the school for all or part of the day, for any reason, requires a note giving detailed information about the reason for the absence, written and signed by a parent/guardian. This note should be written on the 'Explanation for Absence' section of the School Journal. In the case of illness this note should be handed to the Form Tutor at Pastoral Care period on the day the student returns to school. In all other cases this note should be handed to the Form Tutor at Pastoral Care period on the day before or the day of the absence. Parents/Guardians are encouraged to be strict and to allow absence in exceptional circumstances only and are requested to inform the school by telephone on the morning of any absence.

Absences of twenty days or more must by law be reported to the NEWB. Reference should be made to the school calendar prior to arranging family holidays. Medical/dentist appointments should be made outside school hours where possible.

If a student absents herself from class/school, without a note, she is deemed to be 'absent without leave'. This breach of school rule carries a serious sanction which could include suspension.

## **3. Punctuality**

Punctuality is essential to the efficient running of the school and is an essential life skill. Students are expected to be punctual for school and for classes. Late students will present at the Office where the lateness will be registered and a 'Late for School' or 'Late for Class' stamp will be put into the School Journal. **Two** unexplained 'lates' in one week merits detention.

## **4. School Uniform and Appearance**

The wearing of school uniform is compulsory every day in school, coming to and going from school and at all school functions, unless otherwise specified. Students are expected to wear their uniform with pride and to remember that they are ambassadors for the school. The uniform should be clean and in good repair. It is essential that students maintain a high standard of personal appearance when wearing the school uniform. [Ref.Appendix C]

For outdoors, only the school jacket with the Muckross crest may be worn.

In the interests of hygiene PE uniform should be used only for PE class and sports training.

It is imperative that all items of uniform be marked with student's name.

Under no circumstances will students be allowed to wear non-uniform items and these will be confiscated if worn. No liability is accepted for confiscated items.

No obvious make-up or coloured nail varnish is permitted.

Unnatural hair colour or styles are not permitted. Hair accessories should be discreet.

The only jewellery permitted with the uniform is a watch, one pair of stud/sleeper earrings and one ring. No other jewellery, including facial piercings or other visible body piercings are permitted and if worn, will be confiscated. No liability is accepted for confiscated items.

## **5. Personal Possessions**

Each student will be assigned a locker at the start of the school year. Access to lockers is confined to before 8.50am, morning break, lunch time and after school. Students must therefore organise their class requirements at these times. Students may not go to their lockers between classes except where permission is given by the class teacher.

Students are responsible for their own property. All personal belongings should be kept locked in lockers when not in use. (Mobile phones must be switched off.) All items should be labelled. Students are advised not to bring valuables to school. The school does not accept responsibility for any personal property damaged or stolen.

## **6. Phones, Audio Recording Equipment and Technological Devices**

The use of mobile phones and all other technological devices, unless school approved, is not allowed during the school day, i.e. 8.50 a.m. – 3.30 p.m. Under no circumstances should a student have any such device on her person during the school day, they should be switched off and locked in the student's locker. Parents/Guardians are advised that all communications between school and home must be through the office. Mobile phone calls or text messaging to and from parents during the school day are not allowed. Mobile phones or other unapproved devices used by students during school time will be confiscated for a period of at least one week.

Students are expected to behave with integrity when working with computers in the school. Use of school computers is intended for training and research purposes only and students are prohibited from using computers for personal recreational use or from tampering with computer software or hardware in any way. Use of information technology in bullying or defaming any member of the school community will incur sanctions, as will any misuse of technology that brings the school into disrepute.

Circulating or publishing (including on the internet) material recorded without consent, with the purpose of humiliating, undermining the reputation of or causing damage to another person, whether considered a 'joke' or not, may be considered as a serious breach of discipline and could result in suspension or expulsion from school.

## **7. Health and Safety**

Students are encouraged to take seriously their responsibility for their own and other's health and safety. Students should not behave in way that causes discomfort or upset to those around them. Students are encouraged to participate in extra-curricular sporting and other activities and should be mindful of the need for a proper diet and adequate rest.

Smoking in the school building, school grounds, while in school uniform or on any school trips is strictly forbidden. A student found breaking this rule may be suspended.

Students may not consume, be under the influence of, be in possession of, sell or buy alcohol and/or illegal substances or items in the school building, school grounds, while in school uniform or on any school trips. A student found breaking this rule may be suspended.

Tippex is forbidden in the school.

Students should not litter the school. Litter can be a serious health hazard. To this end chewing gum and pop-corn are forbidden in school.

Fire Evacuation Drill rules and instructions must be complied with promptly. Students should familiarize themselves with emergency exit routes for each room that they use. Tampering with fire alarm and/or fire safety equipment is a very serious offence and will result in suspension.

Students are not permitted to drive or park cars in the school grounds.

## **8. School Work**

Students are expected to be adequately prepared for each class. This entails having the correct textbooks from the start of the school year, completed assigned homework, materials, equipment and specialist uniform when relevant.

Each student should have a School Journal from the beginning of each year. It is important to note that this journal is not for the personal use of the student; defacement of the journal is considered a breach of discipline. The journal is designed to be consulted by teachers, students, parents/guardians and DES inspectors and to serve as a means of ready communication between school and home. The School Journal should be treated with respect and each student should have it in class with her every day and available for inspection at all times.

Learning to complete homework tasks is an extremely important part of school life. It allows the whole class to make successful progress and ensures maximisation of personal academic potential and is a vital element of personal development. Homework should be recorded in the School Journal and be presented on time. Homework could consist of: a review of all work covered in class, set written and oral work and revision. There will always be homework after a class. Each student is expected to complete homework tasks satisfactorily, to the best of her ability. In the case of incomplete or undone homework a written excuse should be written in the School Journal by a parent/guardian.

Academic honesty is central to the work ethic of the school. Students are expected to submit work which is their own composition.

## **9. Detention**

Detention will take place after school on a designated evening during the week. Parents will be notified, in writing, in the school journal, prior to the detention. Students are supervised by a member of staff during detention and work will be assigned.

## **The Promotion of Good Behaviour**

Promoting good behaviour is the main aim of this Code of Behaviour. The quality of relationships between students and teachers has a very powerful influence on student behaviour. We aim to foster an atmosphere of mutual respect and practices that promote positive behaviour and prevent inappropriate behaviour. All teachers are involved in agreeing an approach to supporting positive behaviour which is achieved by agreed styles of classroom management, agreed methods of recording behaviour and a ladder of referral. Good behaviour and a positive contribution to school life, both inside and outside the classroom, will be rewarded. Rewards can be either informal or formal. In Dominican College, Muckcross Park we promote and acknowledge academic and non-academic student achievement and progress.

### **Informal Rewards**

Informal rewards include:

- A quiet word of acknowledgement for a student/group of students by a teacher
- Praise for effort, participation or achievement in class
- A positive note in the student's Journal to be signed by a parent/guardian
- A special mention of achievements at Assembly
- Special mention of an individual or group on daily intercom announcements or the electronic signage
- Special mention of an individual or group in newsletters, yearbook, website
- Positive reports of students given to parents/guardians at parent teacher meetings

### **Formal Rewards**

Formal rewards include:

- Awards ceremonies to acknowledge achievements
- Selection as Class Captain and Vice Captain
- Selection as Team Captain of hockey, basketball, tennis, etc. teams
- Selection as Senior Prefect, Head Girl, Deputy Head Girl, Sports Captain, Assistant Sports Captain
- Awarding of badges to mark special responsibility in areas such as sport, library, etc.
- Form Tutors and Year Heads may bring their class on outings, etc.
- 5<sup>th</sup> Year 'buddies' may organise events and treats for 1<sup>st</sup> years
- 6<sup>th</sup> Year prefects may organise events and treats for their designated class
- Awards/certification for participation in Student Enterprise, Master Chef, etc.
- Each student will receive school reports on her progress

## **Responding to Inappropriate Behaviour**

Even minor breaches of the code can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long lasting effects including disruption of the student's own learning and the teaching and learning of others. It can cause distress and

anxiety or even pose a threat to the safety of students and teachers. The school favours the restorative approach to discipline – we help students to recognise the effect their behaviour has on other people and in so doing students can take responsibility for their behaviour and make the appropriate amends. Students will be helped to understand that they have choices regarding their behaviour and that choices have consequences.

## **Interventions and Sanctions**

As part of a whole school approach we have an agreed ladder of referral in response to inappropriate behaviour. This allows for consistency in the planned approach to helping students to change their own behaviour. There are three levels at which intervention may take place or sanctions may be imposed. These are used to set boundaries and to help students learn that certain types of behaviour are unacceptable. [Ref. Appendix A]

## **Suspension**

### **Definition of Suspension**

Suspension is requiring the student to absent herself from the school for a specified, limited period of school days.

### **Authority to Suspend**

The Board of Management has the authority to suspend a student. The Board of Management of Dominican College, Muckross Park has formally and in writing, delegated the authority to impose a Suspension to the Principal. Suspensions may be for a period of one and up to a maximum of five days, depending on the nature of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period.

### **Forms of Suspension**

#### **Immediate Suspension**

An 'Immediate Suspension' will be deemed necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the student in the school at the time would represent a serious threat to the safety and well-being of students or staff of the school, or any other person

#### **'Automatic' Suspension**

An 'Automatic Suspension' is a suspension imposed as a sanction for named behaviours. Parents will be notified by telephone and arrangements will be made with them for the student to be collected. A formal investigation will immediately follow the suspension. The Board of Management in consultation with the Principal, teachers, parents and students has determined that the following named behaviours may incur 'Automatic Suspension':

Possession/distribution of alcohol	Smoking
Possession/distribution of weapons	Serious or repeated physical intimidation
Possession/distribution of drugs	Theft.
Possession/distribution of pornography or other objectionable material	

#### **Suspension during a State Examination**

This suspension will be imposed only with the approval of the Board of Management and will only be used where there is:

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

(See 'Best Practice Guidelines concerning Certificate Examinations')

#### **Informal Suspension**

This is where a student is excluded for part of the school day as a sanction or parents are asked to keep a student from school as a sanction. Any exclusion imposed by the school is a suspension.

### **Procedures in Respect of Suspension**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension parents/guardians will be informed by telephone. A written letter will then issue to the student and parents/guardians containing the following information:

- details of the alleged misbehaviour
- details of the impending investigation process
- notification that the allegation could result in suspension

- an invitation to a meeting, to be scheduled no later than five school days from the date of the letter where they are provided with the opportunity to respond before a decision is made and before any sanction is imposed

## **Implementing the Suspension**

Parents/Guardians will be informed of a suspension by telephone. Formal written notification of the suspension will issue in due course, but no later than two school days after the imposition of the suspension. Such a notification will detail:

- The duration of the suspension and the dates on which the suspension will begin and end
- The reasons for the suspension
- A study programme, if any, to be followed
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents/guardians
- The right to appeal to the Board of Management
- The right to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, section 29)

The Board of Management acknowledges that the decision to impose a suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, the student and parents/guardians will have an opportunity to respond.

The Board of Management of Dominican College, Muckross Park acknowledges the fundamental importance of impartiality in the investigation process.

## **Expulsion**

### **Definition of Expulsion**

A student is expelled from a school when a Board of Management makes a decision to permanently exclude her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000. A decision to expel a student will only be taken in extreme cases of unacceptable behaviour.

### **Authority to Expel**

The authority to expel a student is reserved by the Board of Management.

### **Procedures in Respect of Expulsion**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

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

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

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

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

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

- inform the parents and the student that the Board of Management is being asked to consider expulsion
- ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- advise the parents that they can make a written and oral submission to the Board of Management
- ensure that parents have enough notice to allow them to prepare for the hearing.

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

The Board will review of all documentation and the circumstances of the case. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

If the Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, will put their case to the Board in each other's presence. Each party will be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board will take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents who wish to be accompanied at hearings will be facilitated by the Board. After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

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

Having heard from all the parties, the Board will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

If the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (*Education (Welfare) Act 2000*, s24(1)). The Board of Management will refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (*Education (Welfare) Act 2000*, s24(1)).

An appeal against an expulsion under section 29 of the *Education Act 1998* will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (*Education (Miscellaneous Provisions) Act 2007*, s4A).

The Board will inform the parents in writing about its conclusions and the next steps in the process.

Where expulsion is proposed, the parents will be told that the Board of Management will now inform the Educational Welfare Officer.

#### **Step 5: Consultations arranged by the Educational Welfare 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 Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents 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).

These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (*Education (Welfare) Act 2000*, s24(5)). A Board may consider it appropriate to suspend a student during this time. Suspension should only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

#### **Step 6: Confirmation of the decision to expel**

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents should be notified immediately that the expulsion will now proceed. Parents and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the student.

## **Implementation Procedures of the Code of Behaviour**

A copy of the Code of Behaviour will be made available to staff, students and parents. Parents will be provided with a copy before registration of their daughter as a student of the school and asked to confirm, in writing, that the code is acceptable to them and that they will make reasonable efforts to ensure compliance with the code by their daughter.

Methods by which students will learn about the code and the behaviours expected of them include:

- the code will be referred to in class on a regular basis, the values applied in every class and expected behaviours of students' will be explained
- appropriate and inappropriate behaviour will be discussed with students
- SPHE and extra-curricular opportunities (music, sport, drama, etc.) will teach skills for responsible behaviour and relationships
- Students will be involved in reviewing and developing school policies

Parental support for the code will be facilitated through activities such as:



- There will be an introductory meeting for parents of new students dealing specifically with the code, school standards, expectations for students and the role of parents in helping students meet the standards
- Encouraging parents to share information about anything that might affect a student's behaviour in school, and making sure they know how to do so
- Early warning systems to alert parents to concerns about a student's behaviour, so that ways of helping the student can be discussed and agreed
- Clear channels through which parents can communicate any concerns they may have about a student and explore ways of helping the student
- Information offered through Parents Association, such as talks on behavioural matters and aspects of child and adolescent behaviour
- Parental involvement in reviewing and planning school policies

## **Plan for Reviewing the Code**

An annual review of this Code of Behaviour will be carried out by the Board of Management following consultation with students, staff and parents.

This Policy was ratified by the Board of Management on 12<sup>th</sup> June 2012 subject to finalisation and ratification of the Mission Statement.

**Approval by the Board of Management** \_\_\_\_\_

**Date: 12<sup>th</sup> June 2012**

**Approval by the Patron (Le Chéile)** \_\_\_\_\_

**Date:** \_\_\_\_\_

## APPENDICES

### APPENDIX A: LEVELS OF INTERVENTION

#### LEVEL 1: Low Level Disruption dealt with by Classroom Teacher

	Desired Behaviour in our School	LEVEL 1: Low Level Disruption dealt with by Classroom Teacher Possible Interventions
1	Show respect for people and property	<ul style="list-style-type: none"> <li>- Verbal warning.</li> <li>- Extra work</li> <li>- Note in journal to be signed by parents</li> <li>- Reminder of agreed rules</li> <li>- Move seat</li> <li>- Stand up</li> <li>- Sent to different classroom</li> <li>- Explanation of expected behaviour before being readmitted to class.</li> <li>- Confiscation of mobile phone</li> <li>- Tick in Journal (3 ticks merits detention)</li> <li>- Sent to office for 'late stamp' (2 unexplained lates merits detention)</li> <li>- Automatic detention in consultation with the Year Head</li> <li>- Apology before being readmitted to class</li> <li>- Confiscation of jewellery or other non-uniform items</li> <li>- Requested not to return to school until unnatural hair colour/ body piercing removed</li> <li>- Withdrawal of privileges</li> </ul>
2	Be punctual	
3	Bring all relevant equipment/uniform	
4	One voice	
5	Listen	
6	Co-operate	
7	Do your best to learn	
8	Follow school rules	
9	Complete homework	
10	Attend all classes	
11	Speak kindly	

#### Breaches within the classroom may include:

- Late arrival/ late to class
- Failure to bring relevant equipment
- Use of mobile phone/unauthorised personal equipment
- Disruptive chatting
- Failure to complete work/homework

- Chewing gum
- No Journal
- Throwing items across classroom
- Eating and drinking in the classroom
- Disrespectful or inappropriate attitude or comments
- Defacement of School Journal

#### Breaches outside classroom [to be dealt with by the staff member who encounters them] may include:

- Incorrect uniform/nail varnish
- Out of class without 'corridor pass'
- Littering
- Bad language
- Throwing food, etc.
- Inappropriate behaviour on the corridor (for example pushing or /pulling)
- Use of mobile phone/unauthorised personal equipment

**LEVEL 2: Mid Level Disruption** dealt with by **Year Head and/or Class Tutor** as part of a whole school approach

*Key concepts: Persistency, Intentionality, Escalation*

*Student behaviour is planned, purposeful and deliberate having received repeated behaviour interventions*

	<b>Desired Behaviour in our School</b>	<b>Possible Sanctions/Interventions</b>
1	Show respect for people and property	<ul style="list-style-type: none"> <li>- Detention</li> <li>- Note in journal to be signed by parents</li> <li>- Parents contacted through Journal, phone call, letter</li> <li>- Meeting with parents/guardians</li> <li>- 'Put on Report' – daily monitoring</li> <li>- Explanation of expected behaviour before being readmitted to class.</li> <li>- Fine/repair</li> <li>- Consultation with the Guidance Team where it is deemed helpful</li> <li>- Formal/Written apology</li> </ul>
2	Be punctual	
3	Bring all relevant equipment/uniform	
4	One voice	
5	Listen	
6	Co-operate	
7	Do your best to learn	
8	Follow school rules	
9	Complete homework	
10	Attend all classes	
11	Speak kindly	

**Breaches within the classroom may include:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- Skipping classes</li> <li>- Intentionally teasing and taunting</li> <li>- Intentionally defying</li> <li>- Careless damage to property of school, staff or students</li> <li>- Verbal and physical disrespect</li> </ul> | <ul style="list-style-type: none"> <li>- Inappropriate behaviour on the corridor (for example pushing or /pulling)</li> <li>- Continued breaches at Level 1</li> <li>- Bullying</li> <li>- Throwing items across the classroom</li> </ul> |
|---|---|

**Breaches outside classroom** [to be dealt with by the staff member who encounters them] **may include:**

- Continued breaches at Level 1

**LEVEL 3: High Level Disruption** dealt with by **Year Head, Deputy Principal and Principal**, as part of a whole school approach

**Key concepts:** *Persistence, Intentionality, Escalation*

*Student behaviour is planned, purposeful and deliberate having received repeated behaviour interventions*

	<b>Desired Behaviour in our School</b>	<b>Sanctions/Interventions</b>
1	Show respect for people and property	<ul style="list-style-type: none"> <li>- Parents contacted by letter</li> <li>- Suspension (internal/external)</li> <li>- Re-introduction of pupil to class in negotiation with the teacher involved</li> <li>- Fine/repair</li> <li>- Permanent suspension/expulsion</li> <li>- Consultation with the Guidance Team where it is deemed helpful</li> <li>- Referral to external agency</li> <li>- BOM involvement</li> </ul>
2	Be punctual	
3	Bring all relevant equipment/uniform	
4	One voice	
5	Listen	
6	Co-operate	
7	Do your best to learn	
8	Follow school rules	
9	Complete homework	
10	Attend all classes	
11	Speak kindly	

**Breaches within the classroom may include:**

- Discriminatory behaviour
- Serious or repeated physical or verbal intimidation
- Assault/fighting
- Possession/distribution of alcohol/drugs/pornography/weapons
- Theft
- Deliberately damaging property of school, staff or students
- Smoking
- Persistently skipping classes
- Blatant refusal to follow instructions
- Absence 'without leave' for all or part of school day (external and internal)
- Continued breaches at Level 2
- Making an audio or visual recording without explicit permission
- Tampering with Fire Alarm and/or Fire Safety Equipment.
- Misuse of Information Technology or IT equipment

## APPENDIX B: FIRE DRILL

Each student must be aware of exit routes from every room in which she has class. These routes are displayed clearly in each classroom beside the door.

A student must never absent herself (i.e. mitch) from class. She should not leave the premises without signing the Egress Book, otherwise she will be reported as missing and someone may have to endanger his/her life entering the building to look for her.

### *When the alarm sounds*

- Girls beside windows, close windows
- Walk quickly, in silence, in single file towards your exit
- Do not take any belongings
- Last person to leave room should close the door
- Assemble in silence, in single file, with the teacher and class you were with at the time the alarm sounded.
- **IF IN THE BATHROOM, ETC.:** Move with the traffic flow to the assembly point and join the class you had been in at that class period.
- **IF IN THE LIBRARY:** Assemble as a class with the Librarian.

### *At the Assembly Point*

- Look around you for the girls who were with you in your class
- If someone is missing, inform your teacher immediately
- Remain in silence.

## APPENDIX C: UNIFORM

### *The School Uniform consists of:*

1. Regulation green skirt
2. Regulation green jumper with school crest. Sixth Year students wear a regulation black jumper with school crest.
3. Regulation white shirt. (Collarless t-shirts, white only, without patterns or print, are permitted for additional heat - to be worn inside shirt.)
4. Regulation black shower-proof fleece lined jacket with school crest or regulation black rain jacket with school crest.
5. Regulation school scarf
6. Black tights or long knee socks (ankle socks not allowed)
7. Black flat comfortable shoes

### *Physical Education Uniform:*

1. Regulation white polo T-shirt with school crest
2. Regulation tracksuit, with school crest, (1<sup>st</sup> and 2<sup>nd</sup> Years)  
OR  
Black track suit top (hoodie), with school crest, and black track suit bottoms, with school crest (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Years)
3. Regulation black shorts with school crest

## **APPENDIX D: SCHOOL POLICIES related to the CODE OF BEHAVIOUR**

The following is a list of Policies of Dominican College Muckross Park which are complementary to this Code of Behaviour.

Anti-Bullying Policy	CCTV Policy	Mobile Phone Policy
Child Protection Policy	RSE Policy	Day Trip Policy
Dignity in the Workplace Policy	SPHE Policy	Over-Night Trip Policy
Whole School Guidance Policy	Detention Policy	Pastoral Care Policy
Uniform Policy	Rules for Computer Use	Special Needs Policy
RE Policy	Internet Use Policy	Garda Vetting Policy
Dignity at Work Charter	Health and Safety Policy	