



# **Coláiste Phobal Ros Cré**

## **Code of Behaviour**

**(25/03/19)**



**etb**

Bord Oideachais agus  
Oiliúna Thiobraid Árann  
*Tipperary Education and  
Training Board*

## Table of Contents

<b>Abbreviations .....</b>	<b>3</b>
<b>SECTION A .....</b>	<b>5</b>
<b>Values .....</b>	<b>5</b>
<b>Rationale .....</b>	<b>5</b>
<b>Partnership.....</b>	<b>5</b>
<b>Scope.....</b>	<b>5</b>
<b>Coláiste Phobal Ros Cré School Charters .....</b>	<b>6</b>
<b>Parents/Guardians Charter .....</b>	<b>6</b>
Parents/Guardians Rights.....	6
Parents/Guardians Responsibilities.....	6
<b>Staff Charter .....</b>	<b>7</b>
Staff Rights .....	7
Staff Responsibilities .....	7
<b>Charter for Students Rights.....</b>	<b>8</b>
Student Responsibilities.....	8
<b>VS Ware .....</b>	<b>9</b>
<b>Section B .....</b>	<b>9</b>
<b>Code of Behaviour and Discipline.....</b>	<b>9</b>
<b>Code of Behaviour for Students.....</b>	<b>9</b>
1. Student's respect for People.....	10
2. Student's respect for Property .....	10
3. Student's School Duties .....	11
4. Uniform .....	15
<b>Section C .....</b>	<b>16</b>
<b>Promoting Positive behaviour.....</b>	<b>16</b>
<b>Positive Strategies.....</b>	<b>18</b>
<b>Responding to Inappropriate Behaviour .....</b>	<b>18</b>
Major Offences .....	23
Appeals.....	23
Restorative Practices .....	23
<b>Section D .....</b>	<b>23</b>
<b>Suspension Policy.....</b>	<b>23</b>
Definition of Suspension:.....	24
Authority to suspend .....	24

Procedures in respect of suspension.....	25
Procedures in relation to immediate suspension .....	25
Appeals.....	26
Section 29 Appeal .....	26
Records and reports.....	26
Review of use of suspension.....	27
<b>Section E .....</b>	<b>27</b>
<b>Expulsion Policy .....</b>	<b>27</b>
Procedures in respect of Expulsion.....	28
Appeals.....	30
Review of use of expulsion.....	30
<b>Code of Behaviour Review .....</b>	<b>31</b>
<b>Section F – Parent’s Declaration .....</b>	<b>31</b>

## Abbreviations

BOM: Board of Management  
COB: Code of Behaviour  
DES: Department of Education & Skills

GDPR: General Data Protection Regulation  
NEWB: National Educational Welfare Board PC:  
Parents' Council  
PE – Physical Education  
SC: Student Council  
TETB: Tipperary Education and Training Board  
TUSLA – Child and Family agency  
TY – Transition Year  
ICT - Information and Communications Technology

# **SECTION A**

## **Values**

Coláiste Phobal Ros Cré strives to educate by infusing in our students a set of values that will serve them well in coping with life in its opportunities and its challenges. Our values are built on a moral code that informs our conscience and guides our behaviour

- A safe, healthy orderly, learning environment for all in an atmosphere of mutual respect and dignity
- A warm welcoming space comfortable and conducive to the purposeful use of time and the pursuit of excellence in all learning endeavours – Academic, Artistic, Sporting, Practical and Technological.
- The acquisition of essential life skills by our students necessary to live fulfilling lives and contribute to society.

These are:

- Learning to get along with people, learning to look after each other, learning to resolve conflict and difficulties in a non-aggressive way with fair and just outcomes
- To be able to act responsibly and to take responsibility to make well balanced decisions
- To develop healthy lifestyles by encouraging involvement in a variety of activities that will enhance personal well-being and promote a positive attitude and outlook in life.
- The integrity of school life and confidential issues at school to protect and preserve by appropriate and responsible usage of social media.

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## **Rationale**

To fulfil the above and in acknowledgement of our collective responsibility, this Code of Behaviour (COB) has been formulated to replace and / or update all preceding COB. It has been formulated in accordance with NEWB Guidelines and to comply with all statutory and legislative requirements.

## **Partnership**

The BOM, Staff, Parents and Pupils of Coláiste Phobal Ros Cré have a collective responsibility to act in a manner that promotes a positive, mutually respectful and tolerant school climate in accordance with school and Tipperary ETB policies.

## **Scope**

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

- At school, representing the school or wearing the school uniform.
- Travelling to and from school.
- Associated with the school.

- Outside of school time where the conduct of a pupil affects the welfare of a member/members of the school community or brings the school into disrepute.

## **Coláiste Phobal Ros Cré School Charters**

### **Mission Statement**

Coláiste Phobal Ros Cré states that in active partnership with the whole community, Coláiste Phobal Ros Cré is committed to

- Recognising the worth of each individual
- Educating our students in a caring environment
- Promoting our cultural heritage
- Preparing the student for a meaningful and spiritual life
- Contributing to the life of the community

## **Parents/Guardians Charter**

### **Parents/Guardians Rights**

- To have access to school policies and guidelines
- To have access to information about their child in line with GDPR
- To feel confident in sharing issues or concerns
- To have your child spoken to in a professional and controlled manner
- To ensure your child will have access to all areas of the curriculum subject to available resources
- To participate in the Parents Council

### **Parents/Guardians Responsibilities**

- To encourage and support your children by showing interest in their work and school life.
- To support the school by checking your child's VS Ware account and school journal regularly and sign the journal every week.
- To support the school by completing your child's enrolment form fully and accurately and provide the school with any changes or updates that are necessary.
- To support the school in accurately monitoring attendance by providing permission slips in advance of any absence, and absence notes after a period of illness.
- To praise your child's efforts
- To provide space and time for your child to do their homework and study free from distractions.
- To support your child by providing them with the necessary books and equipment required by the school.

- To support the school by ensuring the school levy is paid.
- To support the wearing of the school uniform
- To keep up to date with the school journal/VS Ware system
- To be contactable, by keeping your contact details up to date.
- To monitor the use of mobile phones and the internet in the home.
- To monitor activities that may be preventing engagement in school-work, e.g., sports, over use of digital devices etc.
- To ensure you are aware of the various curricular responsibilities your child has. For example, Classroom Based Assessments, Projects, Class and house exams and any other continuous assessments. You can support your child by ensuring they meet the requirements set out for them including all deadlines.
- To ensure your child attends regularly and punctually
- To attend meetings organised by the school
- To support your child by attending school concerts/activities etc.
- To listen to both school and child when a problem occurs
- To inform the school of any change of circumstances
- To support the school positively, and in so doing, to refrain from negative interaction and/or abusive behaviour such as verbal, physical abuse/intimidation.
- To refrain from taking pupils out of school during term time.
- To support the school in implementing the Code of Behaviour

## **Staff Charter**

### **Staff Rights**

- To work in a clean, attractive and safe environment free from verbal, physical abuse/intimidation
- To be allowed work without interruption or disruption
- To be kept up to date about changes and developments as they occur
- To have fair and equal access to staff development
- To be treated in a professional manner by all colleagues
- To be supported by management whilst carrying out our duties
- To be supported in the delivery of the curriculum
- To have adequate resources to deliver curriculum effectively
- To have adequate time to carry out professional duties
- To have personal welfare issues dealt with in a sensitive and confidential manner

### **Staff Responsibilities**

- To prepare effective teaching resources
- To manage time effectively
- To be punctual and attend in accordance with timetable
- To keep up to date with changes and developments
- To incorporate learning opportunities into the curriculum
- To treat all pupils, staff and parents/guardians in a professional manner
- To help provide a caring environment for all
- To support management in the implementation of decisions
- To help maintain a clean, safe and attractive work environment

## **Charter for Students Rights**

- To learn in a clean, attractive and safe environment free from verbal, physical abuse/intimidation
- To the highest standard of education to meet the individual needs of students
- To be safe and secure in a non-threatening environment
- To be treated with respect
- To be taught in a clean and orderly environment
- To have access to all areas of the curriculum subject to available resources
- To have classes start punctually and have lessons that are well prepared
- To be assessed regularly (homework-testing)
- To have access to extra-curricular activities
- To have property treated with respect

## **Student Responsibilities**

- To attend school.
- To be well behaved both inside and outside the school and obey school rules
- To work hard in class and cooperate with teacher and refrain from abusive behaviour
- To arrive punctually, be prepared for class and do nothing to interrupt the teaching of the lesson.
- To follow the timetable given to you.
- To work to the best of ability at all homework and assessments.
- To take responsibility for your own learning, take home your schoolbag each night and complete any work assigned to you.
- To treat everyone with respect
- To be honest and fair in dealing with peers and staff.
- To wear the correct uniform.
- To respect your own property, others property and school property.
- To aim to take part in extra-curricular activities
- To engage with any supports offered by the school, e.g. Pastoral / Behavioural support.
- To ensure I account for my whereabouts at all times, for example if leaving after-school study early, I must present the supervisor with a note signed by my parent or guardian. It is my responsibility to remain in the supervision of the teacher during study times.
- To ensure a safe school, free from hazards, I have the responsibility to use the school storage racks provided for the Health and Safety for all.
- To not bully others through verbal, text, internet and exclusion
- To use language and materials that are appropriate and inoffensive
- To support the school in implementing the Code of Behaviour.
- To use the school locker in an appropriate manner, for example before school, during break and lunch and after school. I must refrain from using it outside of these times.



## **VS Ware**

The school's information portal which is used to store all reports and data held by the school on the pupils. It is also used as a communication tool between teachers, parents and management

## **Section B**

### **Code of Behaviour and Discipline**

The Code of Behaviour was reviewed by all partners – students, staff, parents and the Board of Management during the school year 2018/19. The Board of Management will review the Code of Behaviour on an annual basis.

Discipline and rules are necessary in order to function effectively and provide a pleasant atmosphere in which students can learn and teachers can teach and deal with the needs of pupils. Rules are only effective if understood and supported, they are reproduced here for the information of all stakeholders. Our Code of Behaviour aims to positively support students and affirm their contribution to school life and the surrounding community. Our Code of Behaviour aims to engage students so that students may take place in society.

Parents have the right to make representation to the college on behalf of their children. However, this places the obligation on them to be supportive of the college when it is pursuing a course for the general good. It is our view that adults should always give students positive advice and in no way encourage negativity. To have a positive attitude is to be well equipped for life. Students who have reached the age of 18 years are adults and must take personal responsibility for abiding by the Code of Behaviour.

### **Code of Behaviour for Students**

College regulations fall into three categories and should be seen by students as positive and constructive. They should be interpreted as follows:

## **1. Student's respect for People**

1. Each student has the right to learn, therefore I don't disturb the class and deprive my fellow students of their rights.
2. I must not engage in any form of bullying or fighting. Bullying is dealt with in the schools Anti Bullying Policy and refers to all people in the school, students and staff.
3. Teachers: Teachers have the right to teach without having to constantly correct me for inattention, lack of co-operation or disruptive behaviour.
4. Prefects: Prefects have the right to complete their duties and be respected in the role that they undertake.
5. Parents/Guardians: My parents/guardians have the right to expect from me that I perform to the best of my ability. I recognise that study will secure my livelihood, develop my talents and skills and help me to enjoy rest and recreation.
6. I understand that I must not use inappropriate language and or engage in abusive behaviour

## **2. Students respect for Property**

1. I must respect what belongs to me and what belongs to others. Consequently, I should not damage, take, mark, break or write on college property, or another person's property. Damage must be paid for by the student concerned. We are very fortunate to have modern new school buildings and I have a duty to ensure that I do not damage the building fabric, furniture and equipment.
2. I understand the my school journal is the primary link between home and school, as such, I must treat it with respect, have it in my possession at all times and refrain from damaging or defacing it.
3. Smoking adversely affects the health of smokers and those in close proximity. In everyone's interest smoking (including tobacco, non-tobacco products, vaping and electronic cigarettes) is not permitted in or around the college or while attending college organised activities or while wearing the school uniform.
4. I acknowledge that chewing gum may be used to vandalise clothes and property and that I must not have possession of it within the college or its grounds.
5. Littering seriously demeans the college environment. I have a duty to clean up after myself and use the appropriate bins provided. All food and hot drinks must be consumed in the canteen. Energy drinks are not permitted on the school campus. Management and staff reserve the right to confiscate and dispose of prohibited food and drink items. Water is the only liquid permitted for consumption onsite.
6. Throwing of objects is immature behaviour and is highly dangerous to person and property. I must not do so.
7. Gates are provided for my convenience and I should not climb over the fencing.
8. Trespassing on adjoining property is not permitted as we must be courteous to our neighbours.
9. I accept that my property is my own responsibility and should bear my name. Any money or valuables should be locked in the school locker.
10. School lockers are the property of Coláiste Phobal Ros Cré. Students are permitted lease of a locker annually. Students do not own any locker. Therefore, a student's locker should always be clean and tidy and not used to store anything objectionable. It should only be used at designated time, locked at all other times

11. I understand that management accepts no responsibility for lost, stolen or damage to student's property
12. I accept that in order to keep the college building clean, I have a duty to ensure that my uniform is kept clean during games at lunchtime.
13. I accept that I must not climb onto the school roof as it is dangerous. If a ball needs to be retrieved the Caretaker will do so.

### **3. Student's School Duties**

#### **Health & Safety**

1. I have a duty to be polite and courteous to others and to refrain from negative and abusive behaviour. I have a duty to move quietly and in an orderly manner within the college. I am to queue outside classrooms until the teacher permits me entry. I must walk on the left-hand side of hallways and stairwells to allow for easy flow of traffic on the school campus.
2. I have a duty not to disrupt any classes and allow those students who are anxious to work and study the opportunity to do so.
3. I must use my designated toilets facilities and designated social area only.
4. I have a duty not to loiter in the toilet areas
5. I must not loiter in any area that is out of bounds
6. I understand that I may only use my locker before school, at break, lunch and after school. I must not go to my locker between classes.
7. I understand that I may only use the water fountain before school, at break lunch and after school. I must not go to the water fountain between classes.
8. I understand that if I need to leave class at any time I can only do so with the permission of my teacher. I must carry with me the student corridor pass.
9. I understand that I may only use the lift with the permission of the Principal, Deputy Principal or Year Head and I must have written consent in my school journal.
10. I understand that I must only travel to and from school activities by the transport provided by or approved in advance by senior management. Under no circumstances should another form of transport be used to and from school activities.
11. I understand that interfering with the fire safety and other safety systems is dangerous and I must not cause false alarms. To do so would be regarded as a major offence and will be referred to senior management.
12. I understand that for Health and Safety I have a duty to place my belongings i.e. gear bag/sport equipment and school bag in a safe manner on the storage racks provided. I must not leave my belongings where others can potentially trip and be injured.
13. I understand that the emergency exit doors are only to be used in an emergency situation e.g. to leave the school building when the fire alarm sounds or during an emergency evacuation event. This is to prevent unauthorised access to the school buildings.
14. I understand that students are encouraged to only use deodorants of the non-aerosol type.

#### **School Journal**

15. I have a duty to possess a school journal and daily enter homework assigned to me. I also have a duty to complete all homework to the best of my ability. I am aware that homework includes revision. I must also have the necessary books with me. All communication between home and school must be in my school journal or on VS Ware. Notes from

Parent/Guardian that are not in/on the school journal/VS Ware may not be accepted as valid. If I lose my journal or if my journal is in an unacceptable condition, I will have to purchase a new one from the Deputy Principal costing €15.

### **Attendance / Punctuality / School Uniform / Sports Equipment**

16. I acknowledge that once I arrive at the college grounds, I am subject to the discipline of the college and may remain only if I behave myself and adhere to/follow the Code of Behaviour. I understand that the same rules apply when taking part in college-organised activities be they inside or outside of school. I must be respectful at all times.
17. I understand that in order to achieve to the best of my ability my attendance must be regular, and I should only be absent from school or leave early in exceptional circumstances. I have a duty to be punctual for school (9.00 a.m.) and classes. VS Ware is the official record of my attendance at school and will be checked when I need a reference. I will require a note from my parents in my journal explaining absence, which must be produced on my first day returning to school. I understand that prolonged absence will be notified to the Education Welfare Officer/TUSLA. A medical certificate should be furnished for illness where possible.
18. I have a duty not to leave the college or its grounds without the permission of the Year Head, Deputy Principal or Principal. Junior Cycle students are not permitted to leave the school campus during the school day. Senior Cycle students are only permitted to leave the school campus during lunch time only. If leaving the school for whatever reason during school hours a note must be produced from my parents with a contact number in my school journal which must be signed by the Principal/Deputy Principal/Year Head. I should be collected from the school reception by my parent/guardian or an adult designated by my parents/guardian. The name of the person collecting me must be specified on the note in the journal. This person must sign the register before I have permission to leave.
19. I accept that mitching/truancy/unauthorised absence from class is a serious breach (major offence) of school discipline and I accept the school will immediately notify my parents. I understand that the school cannot accept responsibility for me if I decide to absent myself from the school grounds without prior permission of the Year Head, Principal or Deputy Principal. **Note:** For the purpose of this policy the footpaths and roadway that passes through the school site (i.e. from the walkway entrance on the town end to the entrance gate of the Coláiste Phobal Ros Cré Sports Field) will be considered part of the School Grounds for pedestrians. I understand that I must be careful in these areas in order to protect myself from other road users.
20. I have a duty to wear my uniform to college and for college related activities (inside or outside of school), unless authorised otherwise by senior management and be in possession of the correct gear and footwear for P.E. and Activities. If I cannot comply with these rules, I must have a letter of explanation from my parents. I must not wear any form of jewellery when playing games. If I am wearing incorrect jackets, scarfs etc. they will be confiscated. I understand that it is my duty to collect the item at the appointed time. Items not collected by the appointed time will be placed in the Lost/Found box and disposed to recycling if not collected. Note: Full school uniform must be worn during State Examinations.
21. In line with the dress code and for personal safety I understand that I am not permitted to wear jewellery of any description with one exception - single pair of small ear studs worn one on the lobe of the ear. Facial or Oral jewellery of any kind is not permitted.

22. I understand that sports equipment (e.g. footballs, soccer balls, rugby balls and sliothars, etc.) are not permitted on the school corridors. They should be kept in my school bag or in my locker. I am not permitted to play games inside or outside the school between classes. Playing of field games such as hurling, football etc. are only permitted on the sports field or at the hurling wall. For safety reason I need to be aware of other students and staff in the vicinity when playing hurling. I must always wear a helmet when playing hurling. I can only engage in these activities where there is teacher supervision.

### **Canteen**

23. I understand the canteen building is available for students from 8:15 a.m. in the morning and at break and lunch-time.
24. Canteen: I must queue in an orderly fashion, I must return trays, cups etc. to the designated areas and waste to the bins. I must queue only for my own food and to do otherwise is deemed to be breaking the queue. I understand that all hot food and beverages must only be consumed in the canteen.

### **Digital Devices and Mobiles**

25. I understand that the sharing of explicit content including texts, video, photographic or other materials is an unacceptable and absolutely prohibited behaviour and is a major offence. Please note that all incidents involving creating, storing, or sharing of explicit content of children under the age of 18 will be reported to the Gardaí and TUSLA. Sanctions for students involved in this area will be as outlined for a Major Offence in the Code of Behaviour.
26. If I have a digital device (including mobile phone), I have a duty to have it switched off and out of sight at all times on the school premises. I understand that if my digital device (including mobile phone) is visible or switched on during any time it may be confiscated. I understand that my digital device (including mobile phone) will be confiscated for the following periods: (a) a first offence = the duration of the school day; (b) a second offence = duration of the school week and the device shall be retrieved by a parent from the Principal's or Deputy Principal's office; (c) a third offence = duration of the school term and the device shall then be retrieved by a parent from the school office.
27. I understand that my personal cameras (e.g. phones, iPad, etc.) cannot be used on the school premises to record pictures, videos etc. If and when students are making videos or taking photos in class for educational purposes or on fieldtrips for educational purposes, this must only be done so with a school device and then only with the permission of a teacher. I understand that music devices such as MP3 Player, or iPod, etc., cannot be at any time on the school premises. These shall be confiscated as digital devices and confiscated as outlined above. Failure to hand up mobile phones and digital devices when asked is a major offence.
28. I understand that I must not have any inappropriate or offensive material on my phone or digital device or on my school e-mail/IT account. If I receive any such material, I should report it to my parents or school authorities and have it deleted. If using a Tablet/Laptop/Computer/Assistive Technology or any other digital device I understand that I must follow the Information and Communications Technology (ICT) Safety: Acceptable Use Policy and Social Media Policy.

29. Inappropriate use of Social Media/Internet sites such as creating, uploading, sharing and/or commenting of material of an offensive nature in relation to any member of the school community – students, staff, parents/guardians will be regarded as a major offence and will be referred to the Board of Management.

### **Drugs / Alcohol / Other Substances**

30. I have a duty not to be in possession of or consume alcoholic drink while attending school or while involved in school activities. Also, I understand that in order to function to the best of my ability I must not be under the influence of alcohol.
31. I have a duty not to be in possession of or distribute any substances that might injure or offend another student's moral or physical wellbeing. Drug related issues will be dealt with in accordance with the College's Substance Use and Misuse Policy. I understand that the school reserves the right to search any part of school property (including lockers) and any bags, or other belongings on college property or at college events.
32. I understand that the school reserves the right to search any part of school property (including lockers) and any bags, or other belongings on college property or at college events.
33. Where there is a reasonable cause to believe that a person on school property or at a school event has on their person (which includes clothes etc. actually being worn) any stolen property, offensive weapon or dangerous thing (including a drug within the meaning of the drugs policy of the school), that person may be asked to volunteer the property, weapon or object. If they fail to do so, the Gardaí may be called in to conduct a search. Two staff members must be present during any form of search. A reasonable attempt will be made to notify a minor student's parent/guardian prior to the Garda search. If a medical emergency arises, medical/emergency services will be sought.

### **After School Study**

34. After school study begins at 4.15pm and finishes at 6.15 p.m. I have a duty to arrive on time and pay the appropriate fee on the Way-2-Pay platform before each study session commences. I understand that school rules apply while attending study and I accept that any misbehaviour will be notified to my parents. If leaving after-school study early I must present the supervisor with a note signed by my parent or guardian. It is my responsibility to remain in the supervision of the teacher during study times.

### **State Examinations**

35. I understand that all school rules apply during State Examinations with one exception. Students are allowed leave the college grounds outside of the timetabled time they are completing their examination. I understand that full school uniform must be worn for the full duration of State Examinations.
36. I have a duty to comply with any further regulations which may be introduced for my own good and the good of the college.

## 4. Uniform

### COLÁISTE PHOBAL ROS CRÉ SCHOOL UNIFORM

All students:	Black crew neck with school crest in acrylic <u>or</u> wool / acrylic mix
Junior Years:	All 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> Years must wear Grey Shirt
Senior Years:	TY's, 5 <sup>th</sup> & 6 <sup>th</sup> Years - white shirt
Skirt (Girls)	Grey/Red/Black lined trevira (knee length)
Trousers (Girls)	The designated mid grey polyester / cotton trousers
Trousers (Boys)	Mid grey polyester
Footwear	Plain Black leather shoes – <u>No runners, canvas or Branded footwear eg Converse/Adidas/Nike etc allowed</u>
Socks	Black
P.E.	Appropriate Sports-wear. Runners with non-marking soles

**School uniform is compulsory for all students**

- Students are expected to wear full uniform every day
- The only jacket allowed to be worn on school grounds is the School crested uniform jacket.
- Class teachers to check uniform at first class each morning
- Class Teachers/Tutors to record on VS Ware if students do not have full uniform and what is not correct.
- Class tutors and class teachers may confiscate prohibited items that are not part of the school uniform and pass onto the Year Head/Principal until Friday at 1.15pm. It is the student's responsibility to collect their possessions.
- Year Head to be informed of consistent breaches of the Uniform Code
- Year Head to contact parents
- If uniform is not corrected, then discuss with Deputy Principal.

- Deputy Principal contact parents and if situation not resolved then discuss with Principal.
- Class Teachers keep a check on uniform in all classes
- Black leather shoes can only be worn as part of the school uniform. No soft shoes such as runners of any kind are permitted.
- Jackets of any kind, including school jackets cannot be worn in class.
- Runners with non-marking soles should only be worn when playing sports, during P.E. or games.
- Skirts must be of an appropriate length and worn below the knee.
- Grey shirts are to be worn by all First, Second and Third Years.  
White shirts are to be worn by all Transition Year, Fifth and Sixth Years.

From time to time, there may be a non-uniform day assigned. Students are expected to dress appropriately to the school setting on such days.

## Section C

### Promoting Positive behaviour

Coláiste Phobal Ros Cré through its Code of Behaviour affirms the rights of all students to a positive learning environment which is free from disruption. Promoting good behaviour and preventing inappropriate behaviour are the main goals of the Code of Behaviour. We recognise and affirm positive behaviour, progress and effort within the classroom and the wider school.

The rationale for this is:

- 
- To give students responsibility in the development of school and classroom rules
  - To develop positive everyday interactions between teachers and students
  - To give students options
  - To give students a chance to change their behaviour

This is done on a formal and informal basis by:

- Fostering and encouraging positive relationships within the whole school community
- Promoting of involvement of wider community, e.g., work experience, sponsorship, guest speakers, charities, and visitation.
- Treating all pupils equally and fairly
- Valuing and acknowledging each pupil
- Promoting excellence in teaching and learning
- Teachers modelling values that inspire students and pupil/teacher interaction both inside and outside the classroom
- Verbally praising students' work and conduct in class
- Positive comments on VS Ware and/or on homework



- Principal Newsletters to Parents
- Promoting positive relationships and behaviour at assemblies/events
- Year-Head and Tutors working with and supporting students
- Providing a wide range of extra-curricular activities
- The support of our Chaplain and the Guidance and Counselling team/Pastoral Care team

Promoting the involvement of parents including:

- Formal and informal contact e.g. Journal, Text alerts, Transfer meetings, Programme meetings.
- Parent-Teacher meetings □ School events.
- Christmas, Mock and Summer reports
- Use of VS Ware
- The Parents' Council

Encouraging student involvement through:

- Extra-curricular activities
- Attendance at school events including Parent Teacher Meetings
- Class Captains and Vice Captains
- Cairde support
- Prefects support
- Student Council

Recognising achievement:

- Through intercom announcements and use of the school web-site/Twitter
- Class awards for best student and best effort
- Sports awards
- Scholarships to the Gaeltacht/Euro-Language College
- School Awards held annually
- Newspaper editorials on achievements
- Acknowledging student success on school walls □ Leaving Certificate Bursaries

## Positive Strategies

We also recognise the importance of motivating students, encouraging them to channel their energy to developing key skills and participation in areas of responsibility throughout the school.

**Positive Comments:** VS Ware - Teachers give positive comments to students as a means of encouraging effort and good behaviour as well as commending good deeds done for any member of the school community.

**Annual Awards Ceremony:** A major event at the end of the school year is the Awards Ceremony where students are presented with awards in various areas such as sporting, attendance, music, drama, debates, Subject Awards, Student of the Year, Gaeltacht Scholarships etc. Trophies and Certificates are presented in the various categories to commend positive involvement in school life.

**Prefects:** Senior Cycle students are chosen to act as Prefects for the school year. Their duties include attending official school ceremonies/annual events, acting as ambassadors for the school, positive role modelling

**Cairde:** Consisting of peer elected Sixth Year students, the core duty of the Cairde is to make the transition from Primary to Post Primary school as easy as possible for incoming students. They meet with First Year students on the first-year induction day and thereafter engage with the First Year students through activities and keeping a watchful eye on them during breaks.

**Student Council:** The SC gives an important, empowering role to our pupils and enhancing student voice. It is their elected, democratic voice. It provides the opportunity for pupils to give their opinions, to initiate improvements, to liaise with school management, to advocate on behalf of all pupils. The SC has a positive impact on the life of our school community.

**Pastoral Care System:** Guidance Programmes, Year Head – Tutor (Pastoral Care System), Chaplaincy, Psychological Service through NEPS, and liaising with external agencies such as CAMHS, YAPS, NTLP, Social work department etc. Prefect System, Guidance Counselling, Social Area – Canteen, VS Ware, Communication with Parents, Lunch-time Group with local Youth Worker, Award System, Retreats, HOPE Week, Cairde

## Responding to Inappropriate Behaviour

In the first instance, classroom behaviour is managed and supported by the classroom teacher.

### Monitoring Pupil Behaviour

Behaviour Reports constitute a modulated and progressive recording of positive and negative behaviours. They provide opportunities for pupils to discuss both positive and negative behaviours with their teachers, class tutors, and with their Year Heads and to work towards

obtaining more positive reports and fewer or no negative reports. Reports are evaluated at Year Head meetings with the Principal and Deputy Principal

Teachers differentiate between levels of behaviour: **(a) Minor Offences (b) Major Offences**

**(A) Minor offences:** Minor offences are split into behavioural and organisational offences to ensure that the student receives the most appropriate intervention or sanction

Behavioural	Organisational
(a) Disrupting Class	(a) No Journal/diary when asked for
(b) Disturbing other classes	(b) No books/Materials
(c) Talking in class	(c) Not doing homework
(d) Throwing (anything) in the classroom	(d) Late for class
(e) Low order defiance	(e) Not wearing uniform correctly
(f) Other	(f) Other

It is noted that each minor offence listed above may escalate to a major offence. Each incident will be investigated on case by case basis.

**(B) Major Offences (including but not limited to):**

1. Abusive to staff
2. Abusive to students
3. Absent from a whole class without permission.
4. Damage to school property
5. Smoking/Vaping or taking alcoholic drink.
6. Stealing
7. Leaving school grounds without permission.
8. Accessing areas of the school campus that is out of bounds.
9. Creating false alarms and/or interfering with safety systems and equipment
10. Possession of substance, literature or objects injurious to the moral or physical wellbeing of individuals.
11. Bullying or Harassment of any teacher or student, as outlined in the schools anti bullying policy
12. Failure to hand up mobile phone or other digital devices etc. when requested
13. Inappropriate use of mobile phone or other digital devices.
14. Inappropriate use of the Internet and Social Media
15. Sharing of Explicit Content.
16. Disruptive behaviour.
17. Forgery of Parent/Guardian's signature
18. Fighting, inside or outside of school.
19. Sign out procedure not being adhered to.
20. Mithing.
21. Use of offensive language

**Note:** Whilst these behaviours are indicative of major offences this list is not exhaustive.

**Record Keeping:** All strategies to prevent and respond to inappropriate behaviour are recorded and filed

**Class teacher:** keep record of dates of interventions, targets, offences of misbehaviour, sanctions – upload behavioural issues as events on Vs Ware. Year head will monitor these and act accordingly.

**Class Tutor:** The Class Tutor's role is central to the success of the school. Their primary functions are fourfold :- (a) to monitor students' progress and to identify at an early stage any problems individual students may have. (b) To act as a support to the Subject Teacher in discipline matters. (c) To act as a source of encouragement and support for students. (d) To liaise with the Year Head regarding students whose behaviour has become problematic. It is important that Primary Responsibility of discipline rests with the Subject Teacher. The Tutor may then support the Subject Teacher if difficulties are experienced. Subject Teachers should only report students to Tutors if ongoing difficulties are experienced and following from interventions at a class room level.

In order to assist the function of the Subject Teacher, the Tutor should: -

- (a) Have a good knowledge of the background of each student.
- (b) Check the VS Ware on a weekly basis.
- (c) Check for attendance and late coming.

It is recognised that this may impinge on class time. However, this will be invaluable in achieving effective discipline in the school.

**Role of the Year Head -** The Year Head has responsibility for the well-being of each student in their year group. It is important that they liaise closely with the Class Tutors and where necessary with the parents. They will coordinate the discipline and pastoral activities of the year group.

Deputy Principal and Principal – Keep record of all interventions, sanctions, referrals and inform Year Head. All records to be kept in student's file – Year Head's offices

### **Whole School Responses/Positive Interventions to Inappropriate Behaviour (Minor Offences)**

Support Level	Who is supported	Type of Support

Level 1	Whole school support: The school continually develops consistency around clear rules and routines in the class and throughout the school environment.	<p>COB Reminders: In August all students are re-taught the Code of Behaviour in Tutor time.</p> <p>First Year Induction: Students are introduced to the schools Code of Behaviour by the Year Head.</p> <p>Class Tutor: As students' regular point of contact, Class Tutors are important in promoting positive behaviour and Code of Behaviour reminders</p> <p>Year Head: The Year Head meets with students regularly reminding students of rules and routines and promoting our use of positive rewards.</p> <p>Classroom supports: Classroom teachers deal with minor offences.</p>
Level 2	Level 2 supports are offered to students who require additional support to level one.	<p>Level 2 support is organised by the Year Head and Pastoral Care Team. The Year Head and Pastoral team work together to support the student. This support centres on skills development for the students, positive strategies that engage students, advocating on their behalf to staff and liaising with parent/guardian. SEN co-ordination and interactions with appropriate agencies may be required.</p>
Level 3	Level 3 supports are available for students that present with challenging behaviour. These students have not responded to lower level interventions.	<p>Level 3 support is organised by the Deputy Principal and Year Head The Deputy Principal and/or Year-Head collaborates with relevant supports – Resource/Learning Support teachers, Pastoral Care Team, classroom teachers, Year Head, parents, and outside agencies where necessary. The support is personalised to meet the needs of the student.</p>

## **Responding to Inappropriate Behaviour: Using Sanctions**

Prior to any sanction being applied, a full investigation of the incident should occur. This must include the students own perspective and account of events.

In applying sanctions, the following should be remembered:

- Be proportionate and measured
- Preserve dignity of all parties
- Be applied fairly and consistently
- Communicate sanction to relevant parties i.e. Parent/Guardian etc.
- Take account of frequency, duration, persistence of misbehaviour
- Take account of Special Needs of child (if applicable).
- Take account of any other relevant circumstances.
- Evening Detention – parents should have adequate notice.

**The purpose of sanctions is to bring about a change in behaviour by:**

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students to understand they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their Behaviour

- reinforcing the boundaries set out in the Code of behaviour
- signalling to other students and to staff that their wellbeing is being protected

**Sanctions may be needed to:**

- prevent serious disruption of teaching and learning
- keep the student, other students and adults safe
- to provide and cater for the safety and wellbeing of all persons that the student may come in contact with

**Examples of sanctions (including but not limited to)**

1. VS Ware comment
2. Reprimand (including advice on how to improve).
3. Temporary separation from peers
4. Additional classwork/homework
5. Apologise to teacher and students – verbal or written.
6. Detention at lunchtime
7. Written report to Parents/Guardians
8. Parents called in for consultation
9. Students put on daily report
10. Evening Detention
11. Confined to a designated area of the school.
12. Not taken on tours or outings
13. Not permitted to participate on school teams
14. Paying for damage
15. Restorative justice whereby students may amend and atone for misbehaviour by contributing positively to school community
16. Attend meeting of Year Head and Principal/Deputy Principal
17. Suspension  
If suspension is deemed necessary, then the parent / guardian will be informed prior to the child being informed.
18. Expulsion

**Note:** It is the misconduct that is penalised and not the individual. Sanctions will be proportionate and fair procedures shall be adopted in line with natural justice. **Note:** This list is not exhaustive.

# **Whole School Responses/Positive Interventions to Inappropriate Behaviour (Major Offences)**

## **Major Offences**

Staff member involved makes a written report on offence using the school Referral Form and places a note on VS Ware to state a referral has been made.

- Pass to Year Head (assign on VS Ware)
- Year Head deals with the offence
- Refer to Deputy Principal if matter considered to be very serious.
- Refer to Principal if sanction of Suspension to be considered
- Principal refer to Board of Management if sanction of Expulsion to be considered

In the case of Major Offences parents/guardians will be informed. A reasonable attempt will be made to notify a minor student's parent/guardian.

## **Appeals**

Parents/Guardians have a right to appeal on behalf of their child in line with Section 29 of the Education Act 1998.

Students over eighteen have a right to appeal decisions made by the school authorities in line with Section 29 of the Education Act 1998.

## **Restorative Practices**

In the case of some major offences Restorative Conferences may be organised. This will involve arranging a meeting of the students involved in an incident (person(s) who has caused harm and person(s) who have been affected). Depending on the seriousness of the incident parents of students involved and staff involved may be invited/requested to attend the conference. The conference will be chaired by school personnel who have received training in restorative practices.

In relation to minor incidents restorative practices are also used. Students are brought together to resolve issues in a collaborative manner. The emphasis is on maintaining relationships rather than assigning blame.

## **Section D**

### **Suspension Policy**

## **Definition of Suspension:**

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

## **Authority to suspend**

The Board of Management has authorised the Principal to suspend students for periods up to three days. This may be increased to five days when the issue causing concern needs to be referred to the Board of Management. The Board of Management may impose a suspension of up to ten days.

If **Health & Safety issues** arise and cannot be dealt with within the school, the Gardaí may be called. If possible parents should be informed if Gardaí are to be involved.

## **Automatic suspension:**

All offences will be looked at on an individual basis.

Suspension will be considered for very serious breaches of the Code of Behaviour. Immediate suspension will be considered if health and safety of staff and or students is an issue.

## **The following factors will be considered before suspending a student:**

### **The nature and seriousness of the behaviour**

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the problem behaviour escalated, despite the interventions tried?

### ***The context of the behaviour***

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a teacher's room, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

### ***The impact of the behaviour***

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some students or teachers?
- Does the student understand the impact of their behaviour on others?

### ***The interventions tried to date***

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?



- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?

#### ***Whether suspension is a proportionate response***

- Does the student's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student? (in similar circumstances)

#### ***The possible impact of suspension***

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

Before returning to school after a suspension, a meeting will take place with the Principal or his/her school representative. Depending on the circumstances, at the meeting the student and parent/guardian may sign an agreed behaviour contract before the student returns to class.

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#### **Procedures in respect of suspension**

Fair procedures in line with natural justice will be applied in all cases where suspension is considered.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension has occurred, the school will observe the following procedures:

- Investigate the matter
- Inform the student and parents/guardians about the situation
- Give parents and students an opportunity to respond
- Impose the sanction – parents will receive written notification of the suspension period, the arrangements for returning to school and the appeals procedures.
- Reintegrate the student

#### **Procedures in relation to immediate suspension**

Immediate suspension will be considered if health and safety of staff and/or students is an issue. In the case of an immediate suspension parents/guardians will be notified and requested to arrange collection of the student from the school. The matter will then be investigated as for any other suspension.

#### **Reintegrating the student:**

The school will have a plan to help the student reintegrate on returning to school following a suspension. This plan will involve the Year Head meeting with the student and monitoring behaviour, liaise with care team and parent/guardians etc. whichever is most appropriate. To assist with monitoring behaviour the student may be placed on a Behaviour Support Record. While a record will be kept of the incidents that caused the suspension the student will be given the opportunity of a fresh start when returning to school after a suspension.

### **Appeals**

The Board of Management will offer an opportunity to appeal the Principal's decision to suspend a student. If the Board of Management imposes a suspension this can be appealed to Tipperary Education & Training Board (TETB).

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

Suspension will be considered if any of the following circumstances arise:

- 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 and safe atmosphere

## **Section 29 Appeal**

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

At the time when parents are being formally notified of such a suspension, they and the student will be told about their right to appeal to the Secretary General of the Department of Education and Skills under section 29 of the Education Act 1998 and will be given information about how to appeal. As Coláiste Phobal Ros Cré is under the management of Tipperary Education & Training Board, the appeal must be made in the first instance to Tipperary Education & Training Board. Where an appeal to the ETB is concluded, parents, or a student aged over eighteen years, may appeal to the Secretary General of the Department of Education and Skills.

### **Records and reports**

Records of investigation and decision-making formal written records will be kept of:

- the investigation (including notes of all interviews held)
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension.

Report to the Board of Management. The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

Report to Tusla. The Principal is required to report suspensions in accordance with the Tusla reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

**Review of use of suspension**

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective.

## **Section E**

### **Expulsion Policy**

**Definition**

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

**Authority to Expel:**

The Board of Management of Coláiste Phobal Ros Cré has the authority to expel a student.

**Grounds for Expulsion:**

Expulsion will be considered in the following cases:

- The students are involved in extreme cases of unacceptable behaviour
- The student persistently refuses to abide by the Code of Behaviour
- the student's behaviour is a persistent cause of significant disruption in the school
- the student's continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property
- Serious breach of substance use policy

**The following factors will be considered before expelling a student:****The nature and seriousness of the behaviour**

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been and over what period of time?
- Has the problem behaviour escalated, in spite of the interventions tried?

**The context of the behaviour**

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's room, in the yard, in a group)?
- What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

### **The impact of the behaviour**

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?

### **The interventions tried to date**

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of these interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?
- Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour?

### **Whether expulsion is a proportionate response**

- Is the student's behaviour sufficiently serious to warrant expulsion?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

### **Procedures in respect of Expulsion**

Coláiste Phobal Ros Cré is committed to following fair procedures as well as procedures under the Education (Welfare) Act 2000, when proposing to expel a student. When a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

*1. A detailed investigation carried out under the direction of the Principal.* In line with fair procedures, the Principal will:

- inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- 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. Parents will be informed in writing of the alleged misbehaviour and the proposed investigation.

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

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

The Board will review the initial investigation, all documentation and 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. Where the Board of Management decides to consider expelling a student, it will hold a hearing. The Board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party should 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 may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

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

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction. Where 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 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). The Board will inform the parents in writing about its conclusions and the next steps in the process.

### ***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).

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.

### ***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 will formally confirm the decision to expel. Parents will be notified immediately that the expulsion will now proceed. Parents and the student will be told about the right to appeal and supplied with the information as to lodge an appeal. A formal record should be made of the decision to expel the student.

### **Appeals**

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998 section 29). An appeal may also be brought by the Educational Welfare Board on behalf of a student.

As Coláiste Phobal Ros Cré has as its trustees Tipperary Education & Training Board, the appeal must be made in the first instance to Tipperary Education & Training Board, Church Road, Nenagh, Co. Tipperary. Telephone 067-31250. Where an appeal to the ETB has been concluded, parents, or a student aged over eighteen years, may go on to appeal to the Secretary General of the Department of Education and Skills.

### **Review of use of expulsion**

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of expulsion is appropriate and effective.

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## Code of Behaviour Policy Review

This Policy will be reviewed annually by the Board of Management

As ratified by Board of Management and Tipperary Education and Training Board 25<sup>th</sup> March 2019

Chairperson: Lily O'Brien  
Board of Management

Date: 25-3-19

Principal: Mr Michael O'Connor  
Mr Michael O'Connor

Date: 25-3-19

## Section F – Parent's Declaration

I have read the Coláiste Phobal Ros Cré Code of Behaviour. I understand and agree with the rules and regulations of Coláiste Phobal Ros Cré as set out in the school journal.

Signed: \_\_\_\_\_ Class: \_\_\_\_\_  
Student

Signed: \_\_\_\_\_ Class: \_\_\_\_\_  
Parent(s) / Guardian(s)