



## Loreto Secondary School

Granges Road, Kilkenny

### Code of Behaviour

*Ratified by the Board of Management 20 June 2022*

#### **Mission Statement**

*As a Catholic school in the Loreto Tradition, we aim to create a warm and caring community. In an atmosphere of respect and fairness, through support and friendship, we affirm each person's self-worth and dignity.*

*We aim to provide a student-centred education that nurtures the talents and potential of all.*

*In co-operation with parents and guardians, we work towards the spiritual, moral, social and academic development of each student.*

*Our wish is that our students will grow into happy, confident and responsible adults.*

#### **Mary Ward Values**

As a Loreto school, all members of the community carry a responsibility to uphold the Mary Ward values of

**Freedom Joy Truth Sincerity Justice**

This Code of Behaviour seeks to promote these values and by doing so helps to create an environment in which students can continue their own personal journeys of development. It describes the behaviour expected of students during all school-related activities, and at any time when a student's behaviour has an impact on school life. This Code of Behaviour also outlines how the school promotes good behaviour and how negative behaviours are responded to.

#### **Freedom**

**In order that we can be free to respond creatively to the needs of others, we need to become the best version of ourselves. Loreto Secondary School aims to set each student on a pathway towards personal excellence so that she can achieve her potential. Mary Ward's vision that 'women in time to come will do much' is no longer an aspiration; it is our responsibility. This Code of Behaviour aims to create a learning environment that supports personal growth. Its implementation helps each student to realise her potential, while respecting the rights of others. Every member of the school community, students and staff members, has a role to play in the successful implementation of this code of behaviour.**

## **A Charter of Student Rights**

*As a student of Loreto Secondary School, you have the right...*

- To live your life in peace and safety.
- To be an individual and to be true to yourself.
- Not to be bullied.
- To say 'no' firmly to anything you think is wrong.
- To tell a member of staff, if someone is making you unhappy.
- To study and learn without interference from other pupils.

## **A Charter of Student Responsibilities**

*As a student of Loreto Secondary School, you are expected...*

- To attend school on every day that it is possible to do so.
- To create an atmosphere of peace, respect and friendly co-operation.
- To value yourself.
- To inform a member of staff of any form of bullying (please read our anti-bullying behaviour policy).
- To be honest in word and deed.
- To have the courage to report any incidents that are a cause of concern.
- To create a safe and healthy environment for yourself and others.
- To be responsible for your own property (e.g. keeping belongings in your possession, locked in your locker, with your name on all items, including uniform).
- To respect the property of others by not stealing or damaging, maliciously or otherwise.
- To respect school property. Graffiti or other damage caused to school property is considered a serious offence.
- To value the gift of sincere friendship.
- To encourage and support other students as they learn and try to do their best.
- To use language appropriately and respectfully.

## **In the classroom**

So that I, and others, are free to learn, **I will...**

- Attend every lesson during the day.
- Be on time for every lesson.
- Enter and leave the classroom in an orderly fashion.
- Sit at the assigned desk and have my journal, necessary materials, iPad, books etc. ready for use as required.
- Have all homework assignments completed to the best of my ability and submitted on time.
- Do my work to the best of my ability and allow others to do the same.
- Work quietly and listen to the person speaking at any given time.
- Raise my hand and wait for the teacher's attention if I have a question or comment.
- Take part fully in class discussions, group-work and all other learning activities.
- Fully respect the teacher's leadership role in the class.
- Use all equipment under the guidance of the teacher/S.N.A. and in accordance with the regulations of the subject (e.g. Home Economics, Art, Science, P.E. etc.).

- Respect everyone and her/his property.
- Leave the classroom in a clean and tidy fashion.

### **Attendance**

Excellent school attendance is essential if a student is to achieve her potential. The school has an Attendance Strategy that aims to maximise school attendance. It can be read in conjunction with this Code of Behaviour.

### **Attendance Monitoring**

- Teachers record attendance in every lesson or event on the Compass system. Any student leaving class will have a note of consent in her diary from the class teacher.
- Any student meeting with another teacher, Guidance Counsellor, Deputy Principal or Principal will have a note of consent.
- Spot checks of attendance will be carried out from time to time.
- Parents/guardians are encouraged to monitor their daughter's attendance via their own Compass portal, discuss it with their daughter and contact her Year Head if necessary.
- If a student is absent during the first lesson of the day, a text message will be sent to a parent or guardian's designated mobile phone.
- Any student who arrives to school late must check-in at the school office or with the Principal/Deputy Principal.

### **Notification of Absences**

- When a student is absent for part of a school day, a full school day or more than a school day, she is responsible for ensuring that her parents/guardians input the reason for the absence via their own Compass portal. If a student notices an error in her attendance record, she must speak with the relevant teacher to resolve the issue. After a notice period, sanctions are applied when an absence has been left unexplained.
- Students may not input their own absence notes via their parents' Compass portal. Detention in the first instance with the initial sanction if a student is found to have done so. Parents must ensure that their daughter does not have access to the parent portal and should change passwords regularly.
- Any student leaving the school during school hours must have a note in Compass from her parents/guardians (except where she has become ill during the school day) and permission must be sought from her Class Tutor, Year Head, Principal or Deputy Principal who will sign her diary if permission has been given. If permission is granted, the student must check-out at the school office, presenting her diary to the school secretary. In the case where the student has become ill during the school day, and having ensured that the procedures above have been followed, the school secretary shall ring a parent/guardian to make arrangements for collection.

### **Procedures for Students Who Feel Unwell**

- A student who feels unwell must report to her Class Tutor, Year Head, Principal or Deputy Principal who will put a note in her diary if it is deemed appropriate for the student to go home.
- If so, the student must report to the secretary, presenting the note in her diary. Her parents will be contacted and she then waits at reception to be collected by a parent/guardian. When leaving the school with permission, she must check out at the office.

- In the case of an emergency, and if the parents cannot be reached, the school will call a doctor or bring the student to the hospital.
- Under no circumstances may a student use her own phone or iPad to contact home if unwell during school time.

### **Truancy (i.e. when a student is absent without permission)**

- Being absent from school/class for full or partial days without permission or without following the procedures above is considered a serious matter.
- A first offence will merit detention and may merit suspension within school.
- A second or further offence may merit suspension within school or, depending on the length or seriousness of the situation, may merit suspension outside school.
- Furthermore, the student may be denied privileges e.g. school trips etc., at the discretion of the Principal.
- As outlined above, unexplained absences (i.e. no note in Compass) are also considered truancy.

### **Punctuality**

- All students are expected to be punctual for each class, each day.
- Students who are late regularly at 8.45a.m., or after lunch will be detained.
- Students who report late to class at other times will be sanctioned by the class teacher (and will also be marked late on the class roll).

### **Lunch**

- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Year students must remain on the school premises or go to their own homes during lunch break.
- At the beginning of the school year, parents/guardians must complete a form indicating whether their daughter (1<sup>st</sup> to 4<sup>th</sup> Year) should stay in for lunch every day or is given permission to go home (or to a designated address which has to be given to the school). Permission cannot be given to go into town, shops or takeaways etc.
- 5<sup>th</sup> and 6<sup>th</sup> Year students are exempt from the above regulations, however no student is permitted to congregate in residential or public areas. High standards of behaviour are expected during the lunch hour, both on and off the premises.
- Most students bring a lunch with them to school or avail of the school's canteen facilities. In all cases, students are expected to eat their lunch in the assigned area and to tidy and clean up after themselves.
- Out of bounds areas during lunch: the back of the sports hall, inside the sports hall, hockey pitch (including the dugouts).

### **Bullying**

We aim to create a positive school culture and climate that is welcoming of difference and diversity and is based on inclusivity. Such a climate encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment and promotes respectful relationships across the school community.

**Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. A once-off incident on social media is considered bullying (see our anti-bullying policy for more details).**

- In keeping with our school Mission Statement, which promotes the personal dignity of each individual, we are committed to providing an environment free from bullying and ensuring that such behaviour is never acceptable.
- The school shall be a place where students shall feel secure in a safe environment where all are accepted for who they are and have the freedom to grow and develop self-confidence and self-esteem.
- It is recognised that bullying undermines the confidence and dignity of individuals.
- In our interactions in Loreto, we aim to promote understanding and respect for each other.
- The school encourages students to report incidences of bullying.
- Reports of bullying can be made through our pastoral care system: Senior Prefects, Class Tutors, Year Heads, Deputy Principal, Principal, Guidance Counsellors or Home School Liaison Teacher.
- Complaints of bullying will always be treated seriously, fairly, and equitably, and in a sensitive manner.
- At all times, the procedures outlined in Loreto's Anti-Bullying Policy will be followed.
- Sanctions will be applied where necessary or deemed appropriate.

### **Health, Safety and General Wellbeing**

Students should feel free to attend school without being exposed to unnecessary risks, while being empowered to reach her own potential.

### **Policy on Alcohol, Tobacco & Drug Use**

The school does not tolerate the possession, use or supply of drugs by any student, except for legitimate medical use. This applies to all students on the school premises and in the course of school related activities. In dealing with any alcohol, tobacco and/or drug related incident, the school will seek a balance between the necessary disciplinary response and an appropriate supportive and pastoral response.

These regulations are required to protect the health and safety of each individual in the school community.

### **Smoking**

Students may not smoke in the school building, on the school grounds, during break times (on or off the premises) or during any school-related activities. This includes vaping and the use of e-cigarettes.

Sanctions: any student in breach of this regulation will face:

- Detention for a first offence
- Continued breach of the rule may result in suspension.

### **Alcohol/Drugs**

The possession, use or supply of alcohol, illegal drugs or misused legal drugs by any student is forbidden in the school building, on the school grounds, during break times (on or off the premises) or during any school-related activities.

*Sanctions:*

- Breaches of this regulation will result in suspension within or from school and/or referral to the Board of Management, which may result in permanent exclusion (i.e. expulsion).

- The incident may also be referred to the Gardaí.
- In all cases of breaches of these regulations, parents/guardians will be informed as appropriate.

### **General Health & Safety Regulations**

- Forbidden items: aerosols, correction fluid, chewing gum or any item deemed dangerous.
- Students/parents/guardians must report contagious diseases.
- Students must always follow the one-way system in the school.
- Students must not enter the specialised rooms without a teacher/S.N.A., for example: the Science Laboratories, the Sports Hall, the Computer Rooms, the Kitchens or the Art rooms.
- The regulations for all specialist rooms and directions regarding the use of equipment must be followed.
- Runners are compulsory for P.E.
- Fire evacuation drill must be carried out promptly and calmly according to instructions.
- Tampering with the fire alarm or other safety equipment is a very serious offence with suspension the most likely sanction in the first instance.
- Students are not permitted to park on the grounds of the school as there is not enough space to safely accommodate all members of the school community.

## **Joy**

**Mary Ward told her followers to show themselves at all times to be glad and joyful. Regardless of the challenges we will face from time to time, we must constantly seek out things that bring us a deep, meaningful and long-lasting joy. Building and maintaining strong relationships of trust and respect between all members of the school community helps to make Loreto a joyful place to learn and teach. All members of our community have a role to play in creating a harmonious school climate. At Loreto, we understand that students can have to deal with significant challenges during their time in school. The school maintains a culture of care and encourages students to seek support from our pastoral care support team. They or their parents/guardians can do so by speaking to any adult in the school.**

To help make Loreto a place of joy, members of the Loreto community will aim to...

- Make our school a place of welcome where everyone feels a sense of belonging.
- Approach each day and every activity with enthusiasm.
- Contribute to the strengthening of our sense of community and togetherness.
- Live and work with a sense of fun and humour.
- Celebrate the achievements of others.
- In a spirit of friendship, support the participation of others in all school activities.
- Respect and honour diversity.

### **Uniform**

Our school uniform is an expression of how students work, learn and play with a sense of togetherness. It expresses our students' common goals and shared responsibilities towards themselves and each other. Having a school uniform minimises various peer pressures, including the pressure of having to wear branded/expensive clothes. It gives students the experience of complying with a dress code, which might be relevant to their future careers and part-time jobs. Students are

expected to wear the Loreto school uniform with pride, strengthening their sense of belonging and connectedness to the Loreto community of learners. Wearing the crest also connects our students to our centuries-old Loreto traditions and to tens of thousands of students across Ireland and the world.

The required uniform (must be purchased in Paul's or Duggan's) is:

- Official and crested school jacket (other Loreto tops, sports hoodies etc. are not an acceptable alternative).
- Official and crested grey jumper with royal blue trim on the cuffs and waistband.
- Official and crested white uniform blouse.
- Official royal blue skirt or official uniform trousers (royal blue).
- P.E. top

Other uniform requirements

- Plain black leather (not suede or canvas) flat or low-heeled shoes.
  - Permitted:
    - Brogues (most popular),
    - Mary Janes
    - High-fronted slip-ons.
  - **Not** permitted (e.g.)
    - Deck shoes
    - Any form of boot
    - Black leather 'Converse' style shoes are only permitted on medical grounds which must be approved in advance by school management.
  - Students who have medical issues impacting shoe style, must make every effort to source a shoe as close to this requirement as possible and should seek advice from the school in advance of purchasing.
- Tights/socks - grey or black.
- Jackets and scarves are not to be worn in the school building.
- Jewellery is limited to:
  - A maximum of two pairs of neat earrings
  - Two rings, one watch and one bracelet
- Facial studs/rings etc. and stretchers are not permitted under any circumstances.
- Excessive make-up is not acceptable and eye make-up is prohibited.
- Unconventional hair colouring is not acceptable. Hair extensions must be of a natural colour also.
- P.E. gear is to be worn during P.E. classes only. Students are expected to change at the start and end of their P.E. lesson.
- Match/training days:
  - Match in the morning change during small break
  - Match in the afternoon change at lunchtime.
  - After school training – change at 4pm.
- The uniform must be worn in a neat and tidy fashion at all times inside and outside of school. It is essential that all items of the uniform are labelled clearly.
- Where unforeseen circumstances arise which prevent students from wearing their full uniform (e.g. spillage at breakfast) as much of the uniform as possible should be worn. In such a case, the student should bring a note from home and report to a Year Head, Deputy Principal first thing in the morning. Students not in full uniform will be provided with a replacement uniform. If this is not possible, parents will be contacted to bring their daughter home from school.
- Hoodies or half-zips, even with the Loreto crest, are not part of the school uniform and are only permitted in P.E. classes, training or while travelling to matches.

- In the event that a medical condition requires a change of footwear, a medical certificate is required.

Full co-operation of parents/guardians and students is expected as we work together to foster self-respect and to instil a sense of pride in our school image. Generally, the school uniform is worn during all school activities, except where explicitly instructed otherwise by the organising teacher who will have received permission to do so from a Deputy Principal/Principal.

### **School Trips**

School trips, whether local, national or international, help to strengthen school spirit and friendships, as well as providing valuable educational benefits. The following procedures outline how school trips relate to this Code of Behaviour (see also the school excursion policy).

- All students going on school trips will be required to ensure that their parents/guardians consent to the trip on the Compass portal.
- The Compass portal will include details of the trip, destination, time of departure, approximate time of arrival home and cost.
- Students going on school trips are required to comply with all school policies, including the Code of Behaviour.
- Students are required to show respect towards one another and towards staff, including the coach driver and other people that they meet in the course of the trip.
- Students in breach of the Code of Behaviour during the year may be denied permission to go on a school trip at the discretion of the Principal.
- Students that are absent from class due to extra-curricular activities are expected to have all required homework assignments completed for the next day.

### **Mobile Phone/Electronic Equipment**

In the context of the Mary Ward value of joy, Loreto has a mobile phone policy in place. It aims to achieve the following:

- To encourage each student to experience fully the joy of being part of our school community that is based on personal and human interactions and an openness to new friendships.
- Mobile phones and social media apps can be addictive, can cause stress and can be a platform for bullying and other negative behaviours. Our policy aims to give students a break from the negative aspects of their use.
- To minimise the distraction to teaching and learning that can be caused by mobile phones.
- To make Loreto a safe space where members of the community do not feel the risk of being recorded or made feel uncomfortable in any way.

Mobile phones and any other multimedia equipment cannot be used in the school building or grounds between 8.45a.m. and 4.00p.m. For the 2022/2023 academic year, all 1st to 5th Year students are expected to have their iPads with them for all classes and to regularly check Compass notifications and their school email. For that academic year, 6th Years are permitted to access their phones for teaching and learning related activities and under the supervision of their teacher. From August 2023 onwards, all students will be expected to have an iPad or other approved device with them at all times.

## Misuse of mobile phones or other devices

Incident	Sanction
Phone not locked in school locker during school day: 8.45a.m.and 4.00p.m.	5 behaviour points
Phone seen or heard during the school day	5 behaviour points
Taking a photo or making a video/audio recording without permission from the school authorities	Detention in the first instance (10 points)
Taking a photo or making a video/audio recording in such a way as could be deemed to be hurtful, humiliating, abusive or an invasion of another's privacy	Suspension in the first instance and/or referral to the Board of Management if deemed sufficiently serious.
Sharing an image/video or audio recording that would be clearly hurtful, humiliating, abusive or an invasion of another's privacy to another.	Suspension in the first instance and/or referral to the Board of Management if deemed sufficiently serious.

## Mobile Phone Policy for School Trips

We recognise that many parents will wish for their daughters to bring their mobile phones with them on school trips. Our policy is to promote the appropriate use of mobile phones while on a school trip. In that regard, the following guidelines must be followed:

For short excursions, for example within Kilkenny, that will begin and end comfortably within the normal school day, the organising teacher is likely to decide not to permit students to bring their mobile phones with them (unless there is a specific benefit in having the phones with them). This is to minimise the distraction caused by mobile phones and to maximise the learning and social benefits for the students.

For trips that involve a significant journey, students will be allowed to bring their phones with them. In which case, the following rules apply (normal sanctions such as behaviour points, detention or suspension as per the code of behaviour):

- Phones should only be used when necessary, perhaps to contact home if a bus is running late, or in the case of an emergency.
- Social networking is not permitted. On a school trip, students are expected to interact fully with their fellow students, their teachers and to gain full educational benefit from the trip. Any use of mobile phones that limits this benefit will lead to confiscation for the duration of the remainder of the trip.
- On longer trips, a teacher may decide to retain students' mobile phones for a period of time (for example when activities are taking place) or may assign a particular time in which students can use their phones. Students are expected to comply if this is the case.
- In the case of overnight trips, mobile phones may be retained by the organising teachers overnight. Parents/guardians will be given a contact number to use in the case of an emergency.
- Students may be permitted to use their phones to take pictures if there is an educational or social benefit. This is at the teacher's discretion and if permitted, students should make sure not to cause offence or upset to others.

## iPad usage

In order to enhance each student is required to access her text books and other resources using an iPad during the school day (optional for senior students). All students are required to monitor their

school emails daily for general school announcements as well as announcements from individual teachers. Students are required to adhere to the following regulations regarding the use of their iPads.

- The iPad should be kept safe at all times – never leave it unattended. It should be stored securely in your locker when you cannot keep it with you e.g. during P.E., lunchtime, attending school events etc.
- Mind the screen and keep the iPad away from water, food etc.
- Take special care when placing your iPad on your desk, making sure it cannot be easily knocked over.
- Make sure your iPad is charged when coming to school. Regularly allow your battery to fully discharge (run down), perhaps every weekend – this will help the battery to last longer.
- Take care with your charger. Ensure there is no strain on the cable when you are charging your iPad.
- The use of your iPad will be monitored. It is for educational purposes only. Game-playing (at home or in school) is forbidden.
- Cameras have been disabled on your iPad. You must not use your iPad to photograph or record another person unless you have been directed to do so by a teacher.
- You may not use your iPad for social networking.
- Do not use your iPad to contact home during the school day – either by email or any other means. Report to the office if you need to contact home.
- Communicating with other students or friends using the iPad is also forbidden.
- Interfering with the security software on the iPad will be deemed a very serious offence.

## Truth/Sincerity

**Truth and sincerity are values that are essential for the creation of a happy and productive learning environment. They are also needed for the formation and maintenance of right relationships. All members of the school community need also to be true to themselves so that they find their own voices and claim their own identities.**

A Loreto student is expected...

- To be truthful and sincere in all her dealings with members of the school community.
- To be true to herself and her own values.
- To stand up for truth and be a voice for those who cannot stand up for themselves.
- To be a peacemaker, helping to calm situations, resolve disputes and not to engage in gossip or making hurtful comments.
- To present her own work for homework or project assignments and not to copy the work of others.
- To take part in tests/examinations in an honest manner and not to cheat in any way. To do so will be considered a serious matter, leading to the cancellation of the examination as well as other possible sanctions. Cheating in State Examinations will be considered a most serious offence. Students will be subject to the disciplinary procedures of the State Examinations Commission, but the school will also reserve the right to impose its own sanctions.

## Justice

Mary Ward said that justice is 'the ground of all other virtues'. Members of a Loreto community aim to foster right relationships by treating one another fairly and with respect. We must seek to balance the rights of individuals with the rights of the community. We have an awareness that the behaviour of an individual can have an effect on others. Therefore, it is necessary to have a system of rewards for good behaviour and sanctions for behaviours that affects oneself and others negatively. At all times, each individual member of the school community will be treated justly and will be afforded the right to be heard. Staff members who have a role to play in the implementation of this code of behaviour realise that students have individual needs, and various factors can influence their behaviour. They balance the needs of the individual with the rights of other members of the school community who have the right to be free to learn and teach to the best of their ability in a happy, safe and secure environment. They also seek to follow a problem-solving approach, helping every student to be the best that they can be.

### Discipline Procedures

- Fostering a positive environment and managing the behaviour of students in the class is the responsibility of each class teacher. The class teacher deals with behaviour in his/her classroom, in line with the school's Code of Behaviour, and should aim to resolve all issues in this context. Appropriate sanctions may be used at the teacher's discretion (e.g. verbal correction, movement to a different seat, note in diary, behaviour points). These should include, where possible and appropriate, positive interventions. The classroom teacher may communicate his/her concerns with parents/guardians where necessary.
- In the interests of maintaining class spirit, the teacher may choose to report an incident to the Class Tutor who may intervene in a positive or pastoral sense.
- When a teacher has applied a number of sanctions and engaged various strategies without success, the matter must be referred to the Year Head via a Compass Chronicle. If a single incident is deemed serious enough, this must also be referred by means of a Compass Chronicle.
- The Year Head will meet with the student and discuss the issues at hand and how best to bring about an improvement in the behaviour. She/he will explore all possible approaches, including pastoral and positive interventions while encouraging the student to reflect on her behaviour (behaviour reflection sheet). If necessary, the Year Head will impose relevant sanctions (e.g. points, 'on report', detention) and communicate these with the parent/guardian.
- If these sanctions prove unsuccessful, the Year Head will meet with the Parent/Guardian and the student to resolve the issue.
- It is recommended that Year Heads, where required, communicate with parents in the following ways: telephone conversations, written communications and in-school meetings. Communication with Guidance Counsellor and/or the Home-School Liaison teacher takes place also as appropriate.
- If the matter has not been resolved at this stage, the student is referred to the Deputy Principal. Suspension, along with other strategies, may be considered at this stage (see the suspension and expulsion policy). The Deputy Principal may suspend a student twice (maximum three days for each suspension) with the guidance of the Principal. It is desirable

that prior to suspension a meeting between Deputy Principal and parents/guardian takes place. On return to school, the student meets with Deputy Principal.

- Subsequent referral to the Principal might be deemed necessary, in which cases suspension and/or referral to the Board of Management might be the outcome.
- The Board of Management may be obliged to resort to exclusion in the most extreme cases of indiscipline (either repeated or very serious once-off incidents) after all pastoral resources available within and to the school have been utilised, every other sanction has been exhausted (except for once-off serious incidents) and due procedures have been followed.
- At any stage, denial of privileges will be considered with the approval of the Deputy Principal or Principal.
- While most breaches of the Code of Behaviour will be dealt with through this graduated system, there are some once-off incidents for which students may be suspended or expelled, following fair procedures and depending on the seriousness of the incident (see suspension and expulsion policy). These include:
  - a. Extreme defiance of a teacher/member of staff.
  - b. Verbal abuse of a teacher/member of staff.
  - c. Bullying, fighting or physical abuse of any member of the school community.
  - d. Interfering with the fire alarm or any safety equipment.
  - e. Vandalism and theft.
  - f. Possession, use or supply of alcohol and/or any illegal drugs or the misuse of legal drugs in the school building, on the school grounds, during break times (on or off the premises) or during any school-related activities.
  - g. Possession of offensive weapons.
- Whereby any incident may also be in breach of law, the Gardai or other relevant authorities may be informed.
- When pupils are being interviewed during the course of an investigation of any matter relating to student behaviour, it is the policy of the school that brief notes are taken. These notes will be retained, including those taken in electronic form, in accordance with the G.D.P.R. policy.

## Rewards

Applying the principle of justice, Loreto Secondary School aims to acknowledge and reward good behaviour as follows:

- Praise by Teacher, Tutor, Year Head, Deputy Principal, Principal.
- Positive note in diary/positive letter home
- Certificates
- Reduced homework/night off homework
- Subject related games
- Trips, outings, films
- Class prizes
- Work exhibited
- Announcements
- Recognition of achievement in assemblies and/or Awards ceremony
- Vouchers
- Behaviour tokens
- Certificates for students who receive no penalty points during the course of an academic year.
- Awards for students who maintain an excellent attendance record.

## Sanctions

The principle of justice also requires that the school applies sanctions to help a student to correct her behaviour and to reflect on how her behaviour is affecting herself and others. Sanctions will always be applied following fair procedures and proportionate to the seriousness of the incident. In all cases, the student will be given the right to respond and will be listened to. Sanctions include:

- Verbal admonishment.
- Note in journal.
- Temporary confiscation of property if the item is being misused.
- Behaviour points (see below) or additional educational assignments given.
- Assigning the student a different seat in the room.
- Assisting in the maintenance of the school environment.
- Removal of privileges.
- Letter to parent/guardian.
- Meeting with parent/guardian.
- Detention – generally for one hour after school on Friday. Parents/guardians will be given advanced notice when their daughter is being placed on detention. Detention is sanctioned in accordance with the behaviour points system outlined below.
- Being placed on report.
- Being placed on an attendance/punctuality report.
- Removal from school representative fora or other leadership positions (e.g. student council).
- Temporary assignment of a student to a different room by the Year Head, Deputy Principal or Principal.
- Suspension.
- Expulsion.

## Behaviour Points

Loreto Secondary School has a behaviour points system that was designed to remove the need to use repetitive writing exercises while helping students to manage their own behaviour. Points are entered on the Compass system and students are sanctioned a detention for each time they reach ten points (i.e. 10, 20, 30 points etc.). Each student begins an academic year with zero points. Students who have accumulated 30 points will be considered for suspension. The accumulation of points can lead to a referral to the Year Head, Deputy Principal, Principal or Board of Management in line with the graduated approach to behaviour management.

The points awarded for various issues are outlined in the table below.

<b>Negative Behaviours</b>	<b>Points</b>
Late for Class	2
No Homework	2
Classwork not completed	2
Breach of school uniform	2
Journal lost/not in school	2
Journal not signed by parent when requested	2
No materials for class	2
Eating/Drinking in classroom	2
Use of Mobile Phone/mobile not in locker/mobile causing disruption	5
Misuse of Tablet or other device/Use of camera/Use of unapproved apps	10
No lock on locker	2
Disruptive behaviour in class	2

Continuous disruption of class	4
Defacing School property	5
Not keeping property/lunch area tidy	2
Absent from class without permission	5
Disobedience/disrespect to any staff member	5
Out of bounds within the school grounds	5
Interfering with the property of others	5
Negative behaviour towards other students	5
Stealing or damaging the property of others	10
Smoking or Vaping	10
Chewing gum	2
Interference with health & safety equipment	10
Mitching	10
Leaving the school grounds without permission/failing to sign out	10
Bad language or intimidating behaviour towards a member of school community	10
Using recording devices without permission	10
Failure to attend detention without parent communication/valid reason in advance	15
Failure to attend organised school events/games/extra-curricular without a valid reason	5

The following is a guide as to how the ladder of referral relates to the accumulation of penalty points and is followed by key personnel in the context of managing student behaviour.

Points range	Action
0-9	Tutor observe (set up digest)
10	Year Head meet with student
10-15	Year Head 2nd meeting with student and behaviour reflection sheet
16-20	Year Head phone call home
20-30	Year Head meeting with parents and student to be put on report for three days
30	Year Head Compass notification home with warning of referral to Deputy Principal and possible suspension
30+	Referral to Deputy Principal and 1st suspension
60	Deputy Principal - 2nd Suspension
70	Referral to Principal
90	Principal - 3rd Suspension
100+	Principal 4th Suspension and referral to the Board.

## Suspension & Expulsion Policy

In certain circumstances of unacceptable behaviour, including continuous misbehaviour despite interventions, it is necessary in the best interests of the whole school community for the student to be suspended or expelled.

In applying sanctions of suspension and expulsion, Loreto Secondary School will give due consideration to a range of Constitutional and legal provisions, as well as various Human Rights Conventions. In particular, our procedures will derive from provisions in the Education Act (1998), The Education Welfare Act (2000), the Equal Status Act (2000) and the principles of fairness and natural justice.

### Principles of Natural Justice

#### *Procedural Fairness*

1. Procedural fairness is a basic right of all individuals dealing with authorities. All communities have a legitimate expectation that schools (boards of management, principals, deputy principals and teaching staff members) will follow these principles in all circumstances, particularly when dealing with suspensions and expulsions.
2. Procedural Fairness is generally recognised as having two elements
  - a. The right to be heard which includes:
    - i. The right to know why the action is taking place.
    - ii. The right to know the way in which the issues will be determined.
    - iii. The right to know the allegations being made and any other information which will be taken into account.
    - iv. The right of the person against whom the allegations have been made to respond to the allegations.
    - v. The right to an appeal.
  - b. The right of a person to an impartial decision which includes:
    - i. The right to impartiality in the investigation and decision-making phases
    - ii. The right to an absence of bias in the decision-maker

### Suspension

Continuous breaches of school rules, or serious breaches of the code of behaviour, or a serious once-off incident of misbehaviour may warrant suspension outside of school.

Suspension outside of school is only sanctioned by the Principal or a Deputy Principal.

Suspension from school for up to (and including) three days can be sanctioned by a Deputy Principal (in accordance with the ladder of referral) or the Principal. Suspensions for up to (and including) five days can only be sanctioned by the Principal, in the case of more serious incidents of misbehaviour and following a consultation with the Chairperson of the Board of Management. A suspension for more than five days must be sanctioned by the Board of Management. In all cases, proper procedures will be followed.

Where a student is suspended for six days or more the Principal will inform the local Education Welfare Officer.

Where a student is suspended for a cumulative total (in one academic year) of twenty days or more the Principal will inform the local Education Welfare Officer.

**Possible grounds for suspension include...**

1. Disrespect, or continuous defiance towards, or harassment or intimidation of any staff member, or the harassment/ bullying of any member of the school community. This includes use of obscene, abusive or inappropriate language.
2. Possession, use or supply of prohibited substances e.g. alcohol or drugs in the school or on school related activities.
3. Vandalism or destruction of school property or the property of another member of the school community.
4. Continuous disruption of learning in a manner that has a negative effect on other students.
5. Damaging the good name and reputation of the school.
6. Stealing.
7. Fighting, or possession of offensive weapons (which may also be reported to the appropriate authorities).
8. Continuous misbehaviour, despite the implementation of other strategies and sanctions.

**Suspension will be used after the Principal/Deputy Principal is satisfied:**

1. That the normal strategies (including pastoral) and sanctions as per the Code of Behaviour have been followed, except in case of a serious breach of the code of behaviour which may warrant immediate suspension.
2. That appropriate support has been given to the student.
3. That all actions taken have been documented.
4. That copies of all correspondence are available.

**Procedure**

Based on the reports presented, including written records of the actions taken to date, the Principal/Deputy Principal forms the view that a suspension might be warranted in accordance with the school's Code of Behaviour. (Note that incidents of varying degrees of seriousness are investigated by members of staff acting *in loco parentis*. Parents might not be informed at the early stages of an investigation.)

The student is informed of this view, as well as the grounds for the suspension, and given an opportunity to respond. If the Principal/Deputy Principal decides to proceed with the sanction, the girl's Parents/Guardians are notified and requested to attend a meeting in the school. During the meeting with Parents/Guardians (generally the student will attend this meeting also), the case will be outlined in full and the Parents/Guardians/Student are invited to respond. If the Principal/Deputy Principal confirms the decision to suspend, the reasons for and the dates and duration of the suspension outside school will be clearly outlined.

Every reasonable effort to facilitate the above meeting will be made, however if Parents/Guardians are unwilling or unable to attend, a suspension may have to be sanctioned without such a meeting taking place. If the suspension is to be immediate, Parents/Guardians may be informed by phone, in which case a letter will be issued as outlined below.

Students will not be sent home during a school day unless collected by a Parent/Guardian or some other suitable arrangement is made. In all cases, proper procedures as per this policy shall be followed.

**The formal letter of notification of suspension will include**

1. Notice of the suspension
2. Effective date and duration of the suspension
3. Reasons for suspension

4. Expectations of student while on suspension
5. Importance of the Parents'/Guardians' assistance in the matter
6. Notice that the student is under the care of Parents/Guardians during the suspension
7. Notice that the Principal informs the Board of Management of any such suspension
8. Notice of right to appeal the decision of the Principal/Deputy Principal to the Board of Management
9. Notice that the suspension will be notified to the local Education Welfare Officer (if it exceeds 6 days or more or for a cumulative total of 20 days in one academic year)
10. Notice of right to appeal under Section 29 of the Education Act 1998 and the Education Welfare Act (only applicable as in the case of no. 9 above)

#### **Longer-term suspension (i.e. more than five days)**

1. A longer-term suspension must be sanctioned by the Board of Management at a properly convened meeting.
2. Parents/Guardians will be invited to attend this meeting and will receive a report on the incident and/or the record of continued misbehaviour prior to attending.
3. Prior to referring the matter to the Board of Management, the Principal will ensure that all appropriate steps have been taken in line with the Code of Behaviour, this policy and normal procedures.
4. If the duration of the suspension, or the total number of days suspended in the academic year exceeds nineteen days, Parents/Guardians will be informed of their right to appeal the suspension to the Department of Education and Skills (in accordance with Section 29 of the Education Act 1998) and will be informed of this right by the school.
5. During the period of a longer-term suspension, the school may insist that the student remains at home while an appeal on a suspension is in process.
6. Where an appeal is successful, any period of suspension served in relation to the appeal will be removed from the student's file.

#### **Procedure for re-introduction following suspension**

1. Where possible, Parents/Guardians are requested to accompany the student on her return to school following the suspension.
2. On her return, Parents/Guardians and the student may be requested to sign an agreed contract renewing her commitment to the Code of Behaviour.
3. Parents/Guardians may at any time be advised or requested to agree to certain procedures to assist in the student's rehabilitation e.g. refer the student for psychological assessment, counselling or other pastoral support services.

#### **Grounds for removal of a suspension**

1. The Principal and/or Board of Management may agree that a sanction other than suspension be applied following discussion with Parents/Guardians/guardians
2. Following a successful appeal to the Board of Management
3. Following a successful appeal under Section 29 of the Education Act
4. Where new circumstances come to light

## Expulsion

Expulsion is the ultimate sanction imposed by the school and is exercised by the Board of Management in extreme cases of indiscipline, persistent misbehaviour, or serious misbehaviour or continued misbehaviour after a previous intervention by the Board of Management.

The decision to expel will be made at a properly convened meeting of the Board of Management to which the Parents/Guardians and, if appropriate, the student will be invited to attend. In advance of any hearing, which could result in expulsion, the school, under the direction of the Principal (or Deputy Principal in her/his absence), will investigate the matter in accordance with the principles of natural justice.

### **Possible Grounds for Expulsion (*these examples are not exclusive*)**

1. Where breaches of the Code of Behaviour continue following repeated suspensions, the Principal may recommend expulsion to the Board of Management and inform the Parents/Guardians of her/his recommendation.
2. Expulsion may be recommended where the behaviour of the student is seriously disrupting learning and teaching and is having a negative effect on other students.
3. Expulsion may be recommended where there is serious disrespect, harassment or abuse of others.
4. Gross insubordination.
5. Expulsion may be recommended where the student has no respect for, or is not amenable to, any form of school authority.
6. Expulsion may also be recommended for certain breaches of policy in relation to substance abuse, one example would be the trafficking of drugs.
7. Expulsion may be recommended where there is serious concern for the safety of others.
8. Where contracts of behaviour, following repeated suspensions, are not being kept.
9. Serious assault.
10. Sexual assault.
11. Serious theft.
12. Causing major damage to school property.
13. Possession of, or brandishing, an offensive weapon.
14. A serious breach of the code of behaviour or continued persistent misbehaviour subsequent to a student having received a suspension from the Board of Management.

### **Principal's Role re Expulsion**

*The Principal will always refer to the Board of Management in relation to matters of expulsion. However the Principal may suspend a student immediately in some circumstances, and where it is deemed necessary, pending a referral to the Board of Management. In such a case, every effort will be made to organise promptly such a meeting of the Board so that the effective suspension is not prolonged.*

Expulsion by the *Board of Management* will be considered after the Principal is satisfied...

1. That all other disciplinary/remedial options under the Code of Behaviour have been applied and documented.
2. That appropriate supports have been offered to the student (e.g. diagnostic assessments where appropriate and/or counselling.)

3. That discussion has taken place with Parents/Guardians in relation to the student's behaviour which may have led to suspension and now leads to expulsion.
4. That formal written warnings had been notified to the student and her Parents/Guardians in relation to serious breaches of the Code of Behaviour (except in the case of expulsion for a once-off incident).
5. That formal written expectations of behaviour have been notified to both student and Parents/Guardians e.g. contracts showing commitment to the school Code of Behaviour.
6. That the Parents/Guardians have been made aware of any reports of suspension to the Board of Management.
7. That the Parents/Guardians have been made aware of formal reports to the Board of Management in relation to the behaviour of the student and were invited to respond to or attend any Board of Management meeting.
8. That Parents/Guardians are informed of the Board of Management meeting where there is an intention to recommend suspension or expulsion and they have been invited to attend such meeting. Every reasonable effort will be made to facilitate the parents'/guardians' attendance at the meeting, however the meeting will have to proceed in their absence if they are unwilling/unable to attend.
9. That all actions taken have been documented.
10. That copies of all correspondence are available.

### **Role of the Board of Management**

Expulsion can only occur after the Board of Management has followed the following procedures

1. Heard the Principal's case against the student (in the presence of the Parents/Guardians where possible)
2. Heard the Parents'/Guardians' response
3. Examined all the documentation which has been given to the Parents/Guardians
4. Considered the student's record in the school
5. Taken legal/expert advice where necessary
6. Ensured that the Principal is not present for the Board's discussion and decision on the matter
7. Discussed the case in detail
8. Considered all matters having regard to the Board's responsibilities to the whole school community, the ethos of the school and the principles of natural justice
9. Considered the impact of the expulsion on the student
10. Made a decision to communicate its intention to expel to the parents/guardians and the Education Welfare Officer in writing as follows:
  - a. Notice of intent to expel
  - b. Reasons for the expulsion
  - c. Effective date of expulsion including a statement that the student will stand suspended for 20 school days after receipt of notification by the Education Welfare Officer when the final decision to expel will be made by the Board and become effective.
  - d. A statement that the Education Welfare Board has been notified

- e. Information and documentation on appeal rights under Section 29 of the Education Act
11. Reconvened after twenty school days have elapsed since the Education Welfare Officer has received the notice issued in point 10 and heard a report from the Principal/Chairperson on the mediation process. At this meeting, the Board will either confirm or reverse its decision to expel the student in question and communicate the decision as follows:
- a. To the Parents/Guardians formally and in writing through the Secretary to the Board of Management (informing of the appeal rights, as below, if the decision to expel is confirmed)
  - b. In writing to the Education Welfare Officer
  - c. Both letters should also repeat the reasons for the expulsion and note the effective date of the expulsion.

### ***Appeals***

There is a right to appeal an expulsion under the Education (Welfare) Act 2000. An appeal may be made to the Secretary General of the Department of Education and Skills under Section 29 of the Education Act (1998).

### ***Code of Behaviour Implementation Plan***

This Code of Behaviour is implemented in the following ways:

- Made available to members of the school community as follows:
  - School website
  - Compass portal (parents/students/teachers)
  - Student homework diary
- The policy is promoted at the following:
  - Student assemblies
  - Tutorials
  - 1<sup>st</sup> Year parent information night
  - Other parent information nights
  - Parents Association meetings
  - Student Council meetings
  - Intercom announcements
  - Visits to classes
- Awareness of the policy and procedures promoted among key personnel as follows:
  - Regular meetings of the senior management team
  - Weekly meetings between Deputy Principals and Year Heads
  - Inputs at staff meetings

### **Review Process**

The Code of Behaviour shall be reviewed periodically using the following plan.

Description of Current Practice	• Review written code of behaviour
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	<ul style="list-style-type: none"> <li>• Number of points being issued</li> <li>• Number of students attending detention.</li> <li>• Number of suspensions and expulsions sanctioned.</li> </ul>
Evaluation of Current Practice	<ul style="list-style-type: none"> <li>• Survey students, parents, staff</li> <li>• Focus groups students</li> <li>• Student Council</li> <li>• Parents' Association</li> <li>• Compare suspension/expulsion rates with national stats</li> <li>• Input by students in relevant classes e.g. a Politics and Society class group</li> <li>• Observations of senior management and Year Heads, including complaints received etc.</li> </ul>
Options for Improvement	<ul style="list-style-type: none"> <li>• What should we do differently? <ul style="list-style-type: none"> <li>○ Changes to rules</li> <li>○ Procedures</li> <li>○ Implementation of Code, including communication.</li> </ul> </li> </ul>
Action Plan	<ul style="list-style-type: none"> <li>• Implementation of improvements</li> <li>• Monitoring of effectiveness of implementation strategy</li> </ul>

This Code of Behaviour is to be read in conjunction with the following policies:

- Anti-Bullying Policy
- Attendance Strategy
- ICT Acceptable Use Policy
- Policy on Tobacco, Alcohol and Drug Use

**“Judge one another kindly, loving and trusting each other loyally in thought and deed”, Frances Teresa Ball.**