

Coláiste Choilm Tullamore



Code of Behaviour (April 2025)

Policy Statement

Coláiste Choilm Tullamore is committed to creating an environment where exemplary behavior is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct and accept responsibility for their behavior and encourage others to the same.

We aim for all students to strive to be the best they can be, enjoy learning and be intrinsically motivated to succeed. We want our students to show unconditional positive regard, valuing and respecting each other. This means we treat each other with respect and dignity, always aiming to build self-esteem. We are honest, kind and nurture the strengths and talents of others.

We believe in simple learning habits that are designed to reinforce high expectations:

- Follow the school dress code
- Complete homework on time and to a good standard
- Be on time, every time
- Be ready to learn with the right equipment
- Be focused and on-task in lessons and around the building
- Be respectful in all you say and do
- Be safe in all you say and do.

We believe explicit rules that are taught and reinforce our learning habits will help students to learn, keep them safe and feel secure.

Overarching principles

Difficult behavior is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtime
- Refusal to respond or engage
- Non-completion of classwork or homework
- Poor attitude
- Persistent refusal to comply with the school dress code

More serious behavior is defined as:

- Repeated breaches of school rules
- Any form of bullying
- Verbal abuse
- Physical aggression
- Destructive behavior, damage and vandalism
- Sexual bullying, harassment, abuse or assault

- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behavior
- Possession of any prohibited items.

Bullying

Bullying is defined as "the repetitive, Intentional harming of one person or groups by another person or group, where the relationship involves imbalance of power".

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include the following:

- Emotional- being unfriendly, excluding, tormenting
- Physical- hitting kicking, pushing, taking another's belongings, any use of violence
- Racial- Racial taunts, graffiti, gestures
- Sexual- explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
- Direct or indirect verbal- name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying- bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Responsibility and Arrangements

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of SEND and other vulnerable students.
- Listening and following up on the concerns of students so that they appropriately are addressed.
- Recording behaviour incidents.
- Working positively and confidently to support, empower and keep students safe.

Parents/guardians are expected to:

- Ensure that students attend school, is punctual, properly equipped to learn and that they provide an explanation if their child is absent.
- Work in partnership with the school to assist in maintaining high standards of behaviour, including following the dress code.

- Work with the school to support their child's behaviour at school.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Support their child to complete home learning.
- Treat all members of the school community with respect and politeness.

Students are expected to:

- Take responsibility for their own behaviour both on and off the school site.
- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Treat the school building and school property with respect.
- Always wear the correct uniform.
- Accept consequences of poor behaviour.
- Report incidents of disruption, violence and any form of bullying.
- Engage with and complete home learning.

Reflect, repair and Restore:

There is strong evidence that restorative processes, where reflection and learning take place, are successful in supporting wellbeing and long-term behaviour change. The purpose of reflect, repair and restore is to re-visit the experience when they are calm, relaxed and receptive to being reflective about the incident.

- Explore what happened (tell the story)
- Explore what people were thinking and feeling at the time
- Explore who has been affected and how
- Explore how relationships can be repaired
- Summarise what has been learnt so there can be different response next time.

School can follow up by using the following restorative questions:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you help to put it right?
- How can we teach you to make a different behaviour choice if this happens again?

For this to be effective, the reflect, repair and restore process should be adjusted according to the age, understanding and other need of the child or young person.

Rewards for Positive Behaviour

Promoting good behaviour is the main goal for this policy. Intrinsic and extrinsic rewards prove a great motivator for students to achieve their goal. By following good behaviour, students are able to enjoy, learn and succeed. Examples of rewards for good behaviour are:

- Positive verbal praise
- Positive note on VS Ware
- Public recognition in assemblies and social media outlets.
- Award of a commendation.

Sanctions for Poor Behaviour

It is the responsibility of the school to maintain a classroom and school environment which is safe for students, teachers and other school staff. This leads to a positive environment for students to thrive in their education.

If behaviour does not meet the standards expected, the following sanctions can be used:

- Students will be reminded of the code of behaviour
- Students may be directed to sit elsewhere in the classroom.
- Restorative conversations may take place before, during or after the lesson.
- Poor behaviour will be reported on VS Ware.
- School detention
- Formal meeting with parents/guardians

If the behaviour escalates further, it may require Board of Management involvement leading in some cases to suspension or expulsion. Sanctions are applied in coherent and consistent manner and follow a logical consequence to the student's actions.

Code of Discipline

Alongside the Code of Behaviour, we have the Code of Discipline, which is an integral component of it. Below you can see the following discipline process.

Teacher:

- Classroom management (Teaching/Learning/Discipline)
- Possible sanctions (classroom management, extra homework, penalty sheets, detention, others).
- Direct contact with parents
- Use of VS Mail to inform parents
- Place on report for serious incident (to the tutor)
- Failure to respond report given to tutor.

Tutor:

On receipt of several reports for student from various teachers

- Meet with relevant teachers
- Meet with student
- Pastoral response (investigate the nature of the problem, apply appropriate and relevant sanctions)
- Meet parents
- Report students to the year head
- Transfer copies of TNF's and reports to year heads

Year Head:

- Meet with teachers
- Meet with students
- Post a note on Behaviour Tab on VShare
- Inform year head meeting
- Meet with parents
- Place on report
- Place on detention (school)
- In house suspension
- Referrals (guidance counsellor, home school links officer, NEPS, NEWB, SENO)
- recommendations

After Year heads the following Code of discipline will then move on to Deputy principal, principal and Board of Management.

Policies and procedures for suspension:

Suspension is defined as: requiring the student to absent himself from the school for a specified, limited period of school days. The school will follow fair procedures when proposing to suspend a student. For any suspension the following procedure will be observed:

- The student and their parents/guardians will be informed about the complaint.
- Parents/guardians and students will be given an opportunity to respond.
- The students and parents/guardians have the right to be heard
- The students and parents/guardians have the right impartiality
- In the school, fair procedures apply to: the investigation of alleged misbehaviour that may lead to suspension or expulsion.
- The process of decision-making as to whether the student did engage in the misbehaviour and what sanction to impose.

Decisions to suspend

Only the Principal and the Board of Management have the legal authority to suspend a student. The Principal of Coláiste Choilm has written authority from the Board of Management to suspend a student for up to three days, without immediate reference to the Board. Only in exceptional circumstances will there be consideration of a suspension longer than three days, and the Board will be notified.

Implementing Suspension

The principal will notify the parents/guardians and the student of the suspension by letter. The letter will include:

- The reason(s) for the suspension.
- The period of suspension with relevant dates.
- Arrangements for returning to school including any commitments to be entered into by the student and parents. Provision for an appeal to the Board of Management and to the Secretary General of the Department of Education. This appeal "to be made within a reasonable time from the date the student/parent/guardian was informed of the decision" (Education Act 1998, Section 29).
- Any other relevant matter.

Immediate Suspension

Where an immediate suspension is considered by the principal to be warranted for reasons of the safety of the student, other students, staff and others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow up the imposition of the suspension. No suspension, including an immediate suspension, should be open ended.

Clean Slate

When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school should expect good behaviour from this student in line with all other students.

Policies and Procedures for expulsion:

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

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

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The student's continued presence in the school constitutes a real and significant threat to safety
- The student is responsible for serious damage to property
- The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have applied interventions according to the Code of Behaviour, and believe they have exhausted all possibilities for changing the student's behaviour.

The procedural steps leading to consideration of expulsion are:

1. A detailed investigation carried out under the direction of the principal
2. A recommendation to the Board of Management by the principal
3. Consideration by the Board of Management of the principal's recommendations and the holding of a hearing
4. Parent/guardians are invited to attend with a minimum of ten days and fair and reasonable time to prepare for the hearing
5. Board of Management deliberation and actions following the hearing
6. Consultations arranged by the Education Welfare Officer
7. Confirmation of the decision to expel.

Section 29 Appeal

If the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents/guardians, or a student aged over eighteen years of age, may appeal the suspension under Section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007 (when commenced). At the time when parent/guardians are being formally notified of such a suspension, they and the student should be told about the right to appeal. The appeal must be made in the first instance to the Board of Management. Where an appeal to the Board of Management is concluded, parent/guardians, or a student aged over eighteen years, may appeal to the Secretary General of the Department of Education and Science.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the principle will discipline student in accordance with this policy.

Ratification of Policy

This policy was adopted by the Board of Management on 07/04/2025.

Signed: Fiona Flanagan

(Chairperson of Board of Management)

Date: 07/04/2025.

Signed: Tadhg O'Sullivan

(Principal)

Date: 07/04/2025.

Review of Policy

The code of behaviour is reviewed in compliance with the board of management's policy for the cyclical review of all school policies as set out in the school plan.

Appendix

Uniform Expectations



Junior Cycle	Senior Cycle
Grey Trousers	Grey Trousers
Grey Round Neck Jumper	Black Round Neck Jumper
Grey Shirt	Grey Shirt
Black Shoes	Black Shoes



Individual Focus

- ✓ I work in **Silence**
- ✓ I try my **personal best**
- ✓ I am **resilient** and don't give up easily
- ✓ I am **resourceful**



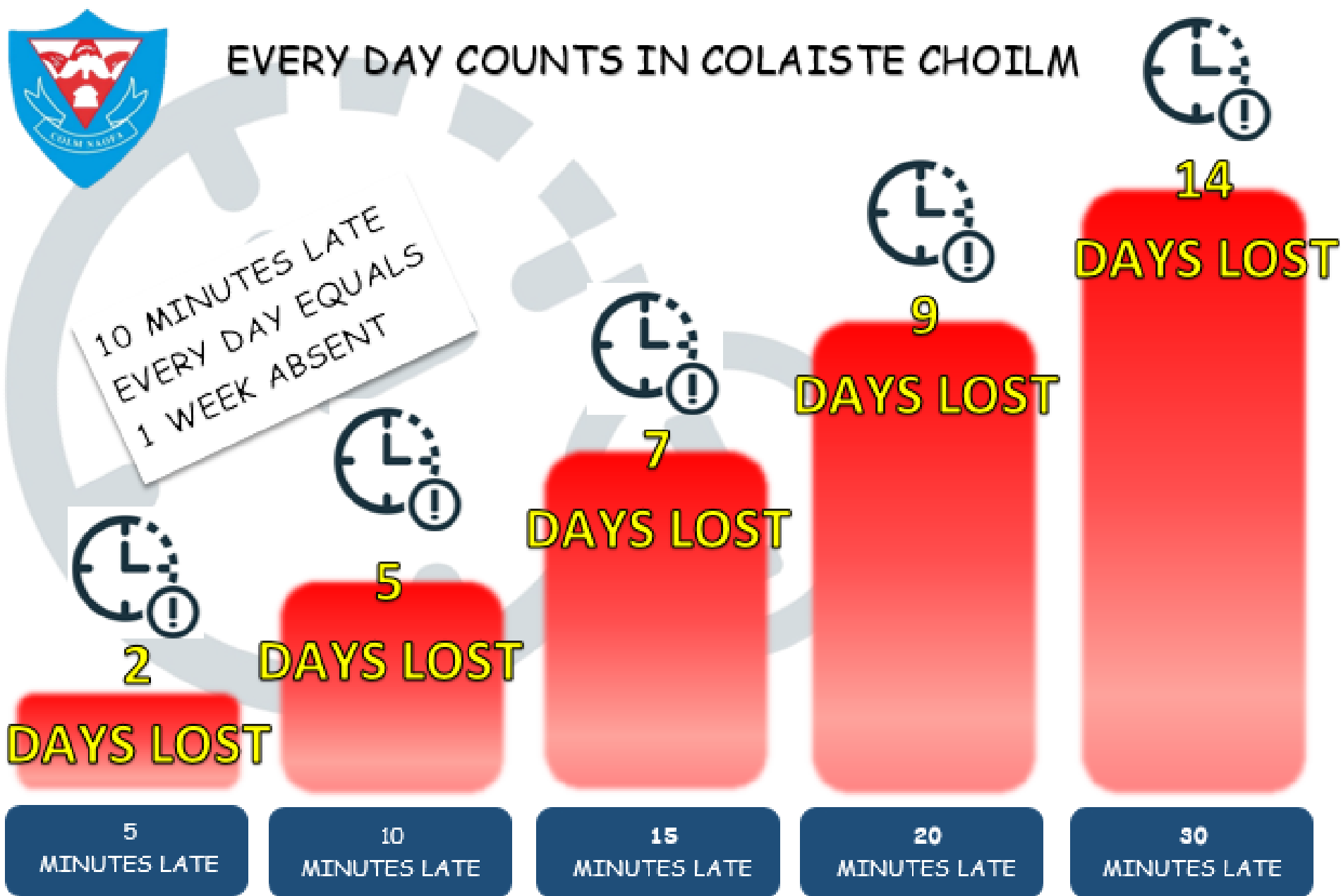
Respectful Whole Class

- ✓ I speak **clearly** and **politely**
- ✓ I am **actively listening**
- ✓ I am being **fair** to others
- ✓ I am **thinking** about what my teachers and others are saying



Learning With Others

- ✓ I speak **clearly** and **politely**
- ✓ I **contribute** and **participate**
- ✓ I am **actively listening**
- ✓ I **respect** others' point of view



EVERY SCHOOL DAY COUNTS- BUT EVERY MINUTE IS EQUALLY IMPORTANT!