



Loreto Secondary School, Bray, Co. Wicklow

Code of Behaviour and Discipline

Education in a Loreto School strives for the all round development of the student, promotes Christian values, attitudes and principles, affirms the personal worth and dignity of each student and fosters awareness of the responsibility to work for peace, justice and unity in society. The school endeavours to encourage excellence in all areas of the student's life, in an atmosphere of interest, concern and friendship for each person.

Our behaviour and disciplinary code is based on respect for self and respect for others. It seeks to promote individual self-discipline and the common good. It further seeks to challenge our students to act responsibly and to take responsibility for their actions.

Rationale of the Code:

At Loreto Secondary School we aim to maintain a safe and orderly environment where teachers and students can learn and work together in an atmosphere of co-operation and mutual respect.

More specifically our aims are:

1. To promote justice and fairness for all
2. To protect each student's right to benefit fully from Loreto Secondary School
3. To enable all students to work to the best of their ability thereby achieving their full potential
4. To help students acquire a high standard of social behaviour
5. To encourage students to develop self-discipline
6. To develop in our students a sense of pride in themselves and in their school

Code of Behaviour and Discipline - Role of Parents/Guardians

Supportive parents and a favourable home environment play a crucial role in shaping the attitudes which produce good behaviour in school.

In particular, parents should:

- (i) co-operate with the school by encouraging their daughter to abide by the school rules

- (ii) actively support the school staff in the application of the Code of Behaviour and Discipline
- (iii) keep themselves informed of their daughter's behaviour, progress, attendance and punctuality by regularly checking their daughter's Journal
- (iv) contact the school if they are concerned about any aspect of their daughter's behaviour and/or progress.

In the spirit of good communication the school will endeavour to keep parents / guardians informed of their daughter's progress and to alert them at an early stage if difficulties arise.

Parents should note that they have the right to appeal any decision to the Principal or to the Board of Management as appropriate.

Code of Behaviour and Discipline

The School Authorities expect full co-operation on these points in order to provide a setting conducive to good teaching and good learning in a disciplined environment.

1. To enable each student to work to the best of her ability and achieve her academic potential the school authorities insist that each student:
 - show respect for the person, property and professional status of her teachers
 - show respect for the person and property of her fellow students
 - show respect for the right of her fellow students to work and make progress in the classroom
 - attend class regularly and punctually
 - have the required books, equipment, etc. necessary for each class
 - record and complete homework to the satisfaction of her teachers.
2. Good study habits and skills need to be developed from First Year
3. Activities should not be allowed to adversely affect a student's homework or her ability to concentrate during the school day. In view of the time commitments required for homework, the school strongly recommends that students do not hold part-time jobs during term time.
4. Students should record all assigned homework in her journal; complete the homework on time, present the homework for correction on time and make a reasonable effort to catch up on homework after an absence.
5. The highest standard of courtesy and good manners is expected when dealing with all those involved in school life, teachers, ancillary staff, fellow pupils and visitors. Answering back rudely, verbal insults, defiance, any form of disrespect to adult or student will not be tolerated.
6. Students' behaviour must at all times be in accordance with the School's Safety Declaration.
7. Full School uniform is obligatory and must be worn to and from school, during school hours and at school functions. Nose-studs, lip rings and eyebrow rings etc. are forbidden and earrings should be discreet. Jewellery should be simple and in keeping with uniform. Included when considering uniform and appearance are items such as blazers, overcoats, footwear, hairstyles, make-up and jewellery. In all cases the school authorities are the judges of acceptable standards of appearance. On non-uniform occasions dress should be appropriate to the event.
8. While wearing school uniform students are expected to behave in a manner consistent with the standards set by the school. Smoking or chewing gum is not permitted in school uniform
9. Students must be punctual and regular in attendance. Lateness will be recorded. Absences must be explained satisfactorily by a parent/guardian in the student's journal.
10. Students may not leave the school premises during school time without having their journal stamped. This absence must be acknowledged in the journal by a parent/guardian. Students may however go to a designated home at lunchtime provided they have been granted a lunch pass in their Journal to do so.
11. Students must not enter areas deemed "Out of Bounds" by the school authorities.

12. Students are forbidden to take into school or to use any of the following:
 - (a) Chewing gum
 - (b) Cigarettes
 - (c) Alcoholic Drink
 - (d) Other dangerous or illegal substances.In the case of Alcoholic Drink and other dangerous or illegal substances, the Principal may suspend the students involved. The matter will be referred to the Board of Management where the question of expulsion will be considered. (*See Policy on Drugs, Solvents, Alcohol and Tobacco & Procedures for Suspension/Expulsion*).
13. Bullying, verbal, physical or otherwise, and/or any other violence is forbidden and is a serious breach of discipline.
14. Truancy (mitching) is forbidden and is a serious breach of discipline.
15. Use of Mobile Phones & Electronic Equipment - please refer to Loreto Secondary School Bray Mobile Phone and Electronic Devices Policy. No one is allowed to take a photograph of another person in school or at any school event without the express permission of that person.
16. Use of I.T. and Internet Usage – please refer to Loreto Secondary School, Bray, I.T. and Internet Acceptable Usage Policy
17. Students must participate in all activities (e.g.. Pastoral Care Programmes, Lectures, Concerts, Prize-giving etc.) as instructed by the school authorities.
18. Students have a responsibility towards the cleanliness and tidiness of their classrooms and the school environment. Litter must not be scattered and the school furniture must not be defaced or wilfully damaged.
19. Books and clothing should be clearly marked with the student's name. It is inadvisable for students to bring items of value to school. School management accepts no responsibility for loss or damage to a student's property. School insurance does not cover loss or damage to bicycles or any other property of the student.
20. This list of rules of behaviour is not exhaustive. This policy must be read in conjunction with other school policies. The school authorities reserve the right to alter/expand this list in the best interests of the school. In all cases the school authorities are the judges of acceptable standards of behaviour.

***Changes to the Code of Behaviour and Discipline will occur and are communicated to students.
Students are bound by any changes in the school rules.
Every student without exception is expected to observe these rules of behaviour.***

School Policy on Bullying

Definition: Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or group against others.

The school strives to generate an ethos which focuses on mutual respect and the promotion of justice and fairness for all. These values are integrated into the school curriculum and are promoted by special exercises undertaken by year or class groups.

The school's handling of bullying aims to be sensitive and supportive. Counselling will be made available to any student who wishes to avail of it.

Procedures:

1. Students are encouraged to develop a strong anti-bullying stance and to report cases of suspected bullying to any one of the following:
 - Senior Prefect assigned to class;
 - Pastoral Care Team;
 - Form Teacher, Year Head, School Head;
 - Other Staff Member- including Deputy-Principal and Principal.

2. Parents, concerned that their daughter might be a victim of bullying are encouraged to contact school authorities who will endeavour to sensitively address parental concerns.
3. All staff members are encouraged to be vigilant in ensuring that students can learn and develop in a happy, secure school environment.
4. Ultimately all cases of bullying should be reported to the Principal.
5. The sanction for those involved in bullying may be suspension or the question of a student continuing in the school might be referred to the Board of Management.

Code of Behaviour and Discipline - Sanctions

For the great majority of students the question of sanctions does not arise. However, sanctions will be applied where breaches of school rules occur.

Discipline begins in the classroom and the maintenance of good discipline is essential for the creation of an effective learning environment.

In general teachers address discipline issues that arise in their classrooms and apply appropriate sanctions.

Steps in the Disciplinary Process

1. Teachers may note details of unacceptable behaviour or repeated failure to complete homework assignments in the student's Journal. Parent/guardian must then sign the journal indicating awareness of this complaint. The student is required to bring this complaint to the attention of her Form Teacher, who will sign it.
2. The Year Head will monitor the journals of students in his/her assigned year.
3. When a student has received **three** complaints in her school journal – apart from those complaints listed in (7) and (8) below – the Year Head will assign **After-School Detention** to that student. In addition the Year Head may issue a Discipline Journal to the student. (The Discipline Journal is a booklet of blank daily timetables. At the end of each class period the student is required to ask her teacher to sign the Journal and to indicate the student's standard of behaviour during that class period.)
4. On the **seventh** recorded offence the Year Head will usually report the student's behaviour to the **School Head**. The School Head will apply the sanctions she/he deems appropriate. These sanctions may include:
 - i. further periods of Detention;
 - ii. the issuing of a Discipline Journal to the student;
 - iii. alerting the parent(s)/guardian(s) of an emerging discipline concern;
 - iv. an interview with the student's parent(s)/guardian(s);
 - v. recommending the student receive support from the school Pastoral Team; and/or
 - vi. any other action deemed appropriate in the circumstances.
5. Further misbehaviour may result in the School Head referring the student's behaviour to the **Discipline Committee** (The Discipline Committee will usually be composed of at least 2 of the following persons: Deputy-Principal; Relevant School Head; Relevant Year Head). The student and her parents will be invited to attend and address the Discipline Committee if they so wish, and make any relevant points before the committee makes its recommendations to the Principal. The Discipline Committee recommendations may include a period of suspension from school. The Principal retains the right to reject any recommendation of the Discipline Committee.
6. The procedure outlined above will be followed except in cases where it is considered to be in the best interest of the student and/or students to do otherwise.

7. Serious transgressions such as suspected forged notes, mitching, smoking, defacing school property etc. are reported to the **School Head** on **first offence**. The School Head imposes detention and informs the parents. On the second such offence the School Head reviews the situation and takes appropriate action.
7. **Bullying** is considered a most serious offence and will be dealt with by the **Principal and/or Deputy-Principal**.
8. *The Principal and Deputy-Principal reserve the right to become involved in any disciplinary matter, (or to request the relevant Year Head or School Head to deal with the matter), if it is deemed that such involvement is necessary in the particular instance.*

Detention

Detention is usually held on Wednesdays and/or Fridays after school, for either one or two hours. The students will be given "punishment" material to complete. It is not supervised study, hence students will not usually be allowed to do homework or study during detention.

1. A Year Head imposes detention when: Three complaints have been noted in a student's Journal. "Unexplained Lates" are treated as complaints, except that they do not carry forward from the first term. Parents/Guardians are required to sign the stamp in the Journal informing them of this detention.
2. For a serious breach of discipline (e.g. as outlined in Nos. 7 & 8 above), the School Head may impose a series of detentions. Parents are notified of these detentions and the reasons for them.

Mobile Phone Detention

Please refer to Loreto Secondary School, Bray, Mobile Phone & Electronic Equipment Policy.

PROCEDURES FOR SUSPENSION/EXPULSION

General

1. Suspension will usually only occur after the Principal has:
 - ◆ Ensured all discipline options under the Code of Behaviour have been applied as relevant and documented.
 - ◆ Ensured appropriate support personnel (internal and external) have been involved as relevant.
 - ◆ Ensured a formal written warning detailing misbehaviours, as well as clear expectations of what is required of the student in the future, has been provided by Year Head/School Head, and ensured all action taken has been recorded and that all correspondence has been copied. (Except in cases of very serious misconduct, e.g. see 2 below)
 - ◆ Received a recommendation from School Discipline Committee for suspension.
1. Principal may suspend immediately in some circumstances e.g. Violence, illegal drugs etc. for a maximum of 6 days.
2. If a student is suspended for a period of 6 days or more, the Principal must inform the local Educational Welfare Officer.
3. If a student is suspended for a cumulative total of 20 days or more in one school year, the Principal must inform the Education Welfare Officer.

Suspension Procedure

Principal makes decision (or, in the Principal's absence, the acting or Deputy Principal) on the basis of the reasons set out in the Code of Behaviour, and/or recommendation of Discipline Committee to which student and parents have been invited.

Student is informed of the decision

- The student must be informed of the precise grounds which give rise to a proposed suspension, and be given an opportunity to respond, before a final decision to suspend is reached and formalised. This will usually happen at Discipline Committee Meeting to which parents/guardians are invited.
- Parents/Guardians will be informed by registered post or hand-delivered letter.
- If suspension is to be immediate (e.g. in the interests of health and safety) Parents/Guardians may be informed by phone, with written follow-up.
- The student will be supervised or continue attending class until suspension takes effect.
- The student will never be sent home during the school day, unless collected by her parent/legal guardian (or other suitable arrangement made).
- The student will be in the care of her parents/guardians during the period of her suspension from school and the parents/guardians will be so informed.

Procedures for the formal re-introduction of the student into the school

- ◆ Parents/guardians may be requested to attend with the student on the day of her return to the school. Undertakings of good behaviour may be requested in writing.
- ◆ Other conditions deemed appropriate may be requested in writing.

Appeals

A formal appeal system may be initiated for suspensions of 6 days or more. A request for such an appeal should be made in writing and will be considered, in the first place by the Board and Principal. Any such appeal will consider procedural fairness and the right of a student to an impartial judgment (cf. Appendix 1). Appeals may be made to the Secretary General of the Department of Education and Science in the event of the cumulative period of suspension being 20 days or more. This must be done in writing within 42 days of notification of suspension cf. Circular M48/01.

Grounds for Removing a Suspension

Only Applies If Longer Than 6 days	<p>Section 23 (2)d of the Education Welfare Act 2000 requires the school to publish the grounds for removing a suspension. <u>This implies that a system is in place for review/appeal of a suspension.</u></p> <p>Grounds may include:</p> <ul style="list-style-type: none">◆ The Principal/Board may agree that another sanction be Applied after discussion with the parents.◆ Successful appeal to the Board of Management.◆ Successful appeal under Section 29 of the Education Act.◆ New circumstances come to light.◆ Other grounds under Natural Justice.
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Expulsion Procedure

Expulsion can only occur after the Principal has:

- ◆ Ensured all discipline options under the Code of Behaviour have been applied and documented.
- ◆ Ensured all appropriate support personnel (internal and external) have been involved as relevant.
- ◆ Ensured all other procedures, referrals, supports have been exhausted.
- ◆ Ensured that discussion has occurred with the student and parent/guardian regarding specific misbehaviour which the school considers unacceptable and which may lead to expulsion.
- ◆ Provided formal verbal and written warnings at appropriate times detailing these behaviours, as well as clear expectations of what was required of the student in the future.
- ◆ Recorded all action taken, and copied all correspondence
- ◆ Informed the parents/guardians of his/her intention to recommend expulsion to the Board.
- ◆ Invited the parents/guardians to make a written submission in advance of the Board Meeting.
- ◆ Provided the parents/guardians with a full, written description of the allegations against the student and the case being made at the meeting, together with copies of all documentation, statements etc. supporting that case.
- ◆ Made a formal expulsion recommendation to the school Board of Management with full supporting documentation.

Expulsion can only occur after the Board has

- ◆ Heard the Principal's case against the student (this case should be made in the presence of the parent/guardians)
- ◆ Heard the parents'/guardians' response
- ◆ Examined all the documentation

- ◆ Considered the student's record in the school
- ◆ Taken legal/expert advice
- ◆ Ensured the Principal is not present for the Board's discussion and decision on the matter.
- ◆ Discussed the case in detail.
- ◆ Considered all procedural matters as previously outlined
- ◆ Made a final decision to expel.
- ◆ Communicated the decision to the parents formally through the Principal.
- ◆ Informed the Education Welfare Officer under Section 24 (1) of the Education Welfare Act 2000.

The formal letter of notification should include:

- ◆ Notice of the expulsion
- ◆ Effective date of the expulsion
- ◆ Reasons for the expulsion
- ◆ A statement that the Education Welfare Board has been informed
- ◆ A statement that the student is under the care and responsibility of the Parents/guardians for the period of 20 days required by the Education Welfare Officer to examine alternative provisions for the education of the Student.
- ◆ Information and documentation on appeal rights cf. Circular 48/01

APPENDIX I PRINCIPLES OF NATURAL JUSTICE

PROCEDURAL FAIRNESS

Procedural fairness is a basic right of all individuals dealing with authorities. All communities have a legitimate expectation that schools (Boards, Principals and teaching staffs) will follow these principles in all circumstances, particularly when dealing with suspensions and expulsions.

Procedural fairness is generally recognised as having two essential elements.

1. The right to be heard which includes:

- ◆ The right to know why the action is happening
- ◆ The right to know the way in which the issues will be determined.
- ◆ The right to know the allegations in the matter and any other information which will be taken into account.
- ◆ The right of the person against whom the allegations have been made to respond to the allegations, and
- ◆ The right to an appeal.

1. The right of a person to an impartial decision which includes:

- ◆ The right to impartiality in the investigation and decision making phases.
- ◆ The right to an absence of bias in the decision maker.

As part of ensuring the right to be heard, the Principal should establish if parents/guardians require an interpreter and, if so, make arrangements for one to be made available.

The Principal should also ensure that students and parents/guardians have access to policies and procedures under which action is being taken.

While it is generally preferable for the functions of investigating and deciding to be carried out by different people, in the school setting this may not always be possible.

If the Principal is conducting both the investigative and decision making stages, he or she must be reasonable and objective. Ultimately, the Principal must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, given the nature of the Principal's responsibilities, there may at times be no alternative to the Principal exercising both roles.

Nevertheless, it is preferable to have another appropriate officer, such as a Deputy Principal, School Head or Year Head carry out the investigation, if possible.

The availability of a line of appeal to a more senior officer adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest. It is the principal's responsibility to suspend a student from the particular school or to recommend to the school Board of Management the expulsion of a student from the school. This responsibility is not to be delegated to any officer other than one acting in the Principal's position.

To ensure the elements of procedural fairness are met, it is appropriate to provide student and their parents/guardians with details of all allegations relating to the incident. This usually will involve

providing copies of any relevant statements. Should a Principal be of the view that it is not appropriate to provide copies of statement, for example, because of a fear that witnesses may be intimidated, full details of the allegations outlined in the statements should be provided.

In matters where a long suspension or expulsion is contemplated, the gravity of the circumstances requires particular emphasis being given to procedural fairness. This includes the availability of a support person/observer at formal interviews, the key features of which should be taken down in writing.

Positive Behaviour Action Plan

<u>Student Name:</u> _____	<u>Form Class</u> _____
<u>Referral From:</u> _____	
<u>Referral To:</u> _____	<u>Date:</u> _____

Reason for Referral:

Parents / Guardians Contacted: Yes No

Details (if Yes) _____

Pastoral Care Team Contacted: Yes No

Details (if Yes) _____

Agreed Action: _____

Procedures for Lunchtime Detention

- Lunchtime Detention will take place during lunch break each **Tuesday** and **Thursday** from 1.20 – 1.50pm as required
- Lunchtime detention will normally be held in the Demonstration Room
- Lunchtime Detention may be assigned to a student by her **School Head** as part of a **Student's Behaviour Action Plan** (see Appendix 2)
- Lunchtime Detention may be assigned to a student by the **Principal** or the **Deputy Principal** as an immediate response to incidents of serious misconduct
- In addition to Lunchtime Detention the Principal/Deputy Principal may impose any further measures either or both deem fair and appropriate as a response to incidents of serious misconduct
- During Lunchtime Detention students are required to complete the tasks assigned by the supervising teachers as detention exercises.

Acceptance of the Code of Behaviour and Discipline of



Loreto Secondary School, Bray, Co. Wicklow

Acceptance Form

Student's Name: _____

Parents / Guardians:

I have read, understand and accept the Code of Behaviour and Discipline of Loreto Secondary School, Bray. I have discussed the Code with my daughter and I will support the school by ensuring that my daughter behaves in accordance with the Code.

Parent's / Guardian's Signature: _____

Student:

I have read, understand and accept the Code of Behaviour and Discipline of Loreto Secondary School, Bray. I will behave in accordance with the Code.

Student's Signature: _____

Date: _____

Please note that changes to the Code of Behaviour and Discipline may occur from time to time. Such changes will be communicated to parents / guardians and students. Students are bound by any changes in the school rules.

PLEASE SIGN THIS ACCEPTANCE FORM AND RETURN IT TO THE SCHOOL OFFICE