St. Louis Community School

Code of Behaviour

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St. Louis Community School

Code of Behaviour

1. Rationale

> *"The code of behaviour helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The code of behaviour helps teachers, other members of staff, students and parents to work together for a happy, effective and safe school." (NEWB Guidelines 2008)*

St. Louis Community School recognises the rights and responsibilities of all members of the school community – management, staff (teaching and non-teaching), students and parents/guardians. In implementing the Code of Behaviour, the educational needs of students' behaviour will be balanced with the general welfare of the wider school community.
This policy was formulated in accordance with the requirements of the Education Act 1998, the Education (Welfare) Act 2000 and the National Educational Welfare Board Guidelines (NEWB). The policy is the result of a collaborative process involving staff, Student Council, Parents Association, and Board of Management.

This policy should be read in conjunction with the following school polices:

- Suspension and Expulsion Policy
- Anti-Bullying Policy
- ICT Acceptable Usage Policy
- Mobile Phone Policy
- Substance Use Policy
- Educational Outings and out of school trip
- Child Safeguarding Statement and Risk Assessment
- Whole School Guidance Policy
- National Educational Welfare Board Guidelines

The school is committed to implementing this code in a fair, compassionate and reasonable manner. All students are actively encouraged to make a positive impact on the school community through positive behaviour. Praise and reinforcing positive behaviour are seen as a more important in developing and maintaining good relationships with students than negative consequences.

2. The Aims of Our Code of Behaviour

- To enable St. Louis Community School to operate smoothly and efficiently for the benefit of all staff and students.
- To create a positive and safe school environment for student and staff, which promotes effective teaching and learning.
- For all students in the classroom to have equal opportunities to learn and develop in a safe environment.
- Allow for transparency and consistency and efficiency to avoid disruption to teaching and learning.
- Promote positive behaviour and deter negative behaviour, in a way which is inclusive and fair for everyone.
- To provide each student the opportunity to achieve their full potential in all aspects of their learning; in an environment where every member of our school community feels respected, has a sense of equality and self-worth.
- To promote the well-being of all members of school community.
- To inform students and staff of what is expected and accepted regarding our Code of Behaviour.

3. Scope of the policy

This policy applies to the students of St. Louis Community School and relates to all school activities both during and outside of normal school hours. Such activities include but are not limited to evening study, sporting events, school trips, workshops, visiting guest speakers, student work experience, international school tours etc.

4. Code of Behaviour Guidelines

a) All students of St. Louis Community School are expected to show courtesy and respect to people (students, staff, visitors, etc.) at all times and in all places; this includes following instructions from teachers and others in authority. This means:

Our students are on the 'look-out-for' and are supportive of fellow student(s).
Students avoid engaging in or arranging any form of bullying, intimidation or 'picking on' other people.
Students avoid fighting and/or will avoid arranging fights in the school or elsewhere.
When in the school building our students will walk and will refrain from and help to prevent running, jostling, pushing, shoving, etc.
Students extend courtesy and respect to all people.
Students follow the instructions of teachers and others in authority without causing any disruption.

These rules apply at all times including when you are in class, on the school premises, going to/from school, on school activities etc.

Rationale:

- Every person is at all times entitled to the dignity of being treated with courtesy, manners and respect by other people (students, teachers, etc.).
- The students in a class are being denied their education if/when their teacher is being disrupted.
- Everyone is required to play his/her part in making the school a safe and happy place, free from any fear, hurt and injury which might otherwise be present.

b) All students of St. Louis Community School are expected to strive for academic excellence (i.e. students will always try to do their best in every subject and at homework). This means:

Our students retain the official school journal to record homework.
Students do (written and non-written) homework every night.
Students listen to teachers, obey class procedures and ensure behaviour never disrupts the learning of others.

Rationale:

- The journal is also used by teachers to record comments: it is examined and signed regularly by class tutors and parents / guardians.

- Homework reinforces what has been done in class and helps prepare for exams. - Disruptive behaviour is unfair to others who are trying to learn.

c) All students of St. Louis Community School are expected to be properly prepared for each subject and each class. This means:

Students have the proper pens, pencils, copies, textbooks, materials, etc. as indicated their teacher.
Students have any special equipment needed for particular subjects; e.g. P.E. gear, drawing equipment, etc.
Students can access locker only at the following times; (i) before 1st class, (ii) during morning break and (iii) during lunch. At these times students bring all the materials needed for the classes that follow ensuring students are at class on time.

Rationale:
- Full and proper participation in class is not possible without the necessary materials.
- Class learning / teaching for others in the class is unfairly disrupted when a student arrives late for class.

d) All students of St. Louis Community School are expected to wear full school uniform in accordance with official school policy

This means: You are expected to maintain the school's reputation and high standards by the manner in which you wear your uniform. Students appearance reflects positively on themselves, their family and their school. Parents will be notified in advance in the case of a non-uniform day.

Rationale:
- The uniform helps members of the public associate students with the school and regard them as its representative.
- The uniform has been agreed by parents, students and school authorities,
- The uniform ensures all students are treated equally.

e) All students of St. Louis Community School are expected to be in attendance every day; they are likewise expected to be in the correct classroom in time for the commencement of each class. This means:

Students are expected to be on time for school each day and to be on time for each class throughout the school-day.
Students provide a note from their parents / guardians explaining any unavoidable absences.

Students are expected to move from one class to another quickly and with care without visiting lockers etc.

Rationale:

- It is difficult for a student to catch-up on topics taught in class while absent.
- The school has a duty-of-care to its students.
- A student arriving late unfairly disrupts the teaching / learning of others in the class.

f) All students of St. Louis Community School must have a school journal in all classes and to present it to a teacher when requested. This journal must be in the student's possession when allowed to leave class for a specific purpose and must be signed by parents/guardians daily. This means:

Students are expected to place the school journal on their desk at the beginning of each class.
Students are expected to record their homework/ assignments in this journal during each class.
Students are required to maintain their journal in pristine condition to allow for easy inspection by their parents/ guardian or teachers.

Rationale:

- The journal is the primary method of communication between school and home.
- It is important to maintain an accurate record of work assigned during the year to aid revision.

g) All students of St. Louis Community School are expected to respect school property, the property of others and to treat the property of others with the utmost care and respect. This means:

Students refrain from any attempt at destroying, defacing (i.e. graffiti), damaging and /or vandalising either school property (buildings, plant, equipment, fittings, materials, trees, etc.) or the property of others (clothing, books, equipment, cars. etc.)
Students refrain from littering any area of the school grounds and its environs.

Rationale:

- Improved standards of cleanliness reflect well on the school, its students and its staff.
- It enables everyone to work and to study in a clean, **'**green', healthy and safe environment.

- The cost of replacing and/or repairing property / plants can be a burden on the school and parents/guardians.

h) All students of St. Louis Community School are expected not to eat or drink while in the classroom; drinking water, however, is permitted. Students are not permitted to chew gum on school grounds.

This means:

Students must only eat and drink only before 9.00am and during break and lunchtime. Students refrain entirely from chewing gum on the school grounds and properly dispose of any chewing-gum (i.e. in litter bins) as Students enter the school building.

Rationale:

- Eating and drinking (other than water) causes disruption during class and the mess created often damages books, copies etc.
- When 'stuck' underneath desks, tables, chairs etc. chewing-gum is very unhygienic
- Significant additional expense is incurred when cleaning up food, drink and chewing-gum throughout the school building.

i) All students of St. Louis Community School are expected to observe the law relating to smoking, e-cigarettes, vapes, illicit drugs and substances. This means:

Students must refrain from smoking, consuming, possessing, supplying and /or arranging for the supply of cigarettes, e-cigarettes, vapes, alcohol, illegal drugs or other illegal substances within the school and its environs. When necessary, the appropriate authorities will be involved in dealing with such issues.

Rationale:

- It is against the law.
- The school is a smoke-free, vape free and drug free campus.
- In the interest of health, safety and moral issues; especially the potential for addiction, serious ill-health and death.

j) In compliance with the school's Mobile Phone and ICT Acceptable Use policies, mobile phones must be powered-off and out of sight unless being used for educational purposes under the instruction of a teacher.

This means: Other than for instructed educational purposes; students are not allowed to use mobile phones on school premises. Students do not borrow some other person's mobile telephone and use it.

Students are not permitted to use a smart phone for taking pictures or recording videos or social media posts on school grounds.
Students are not allowed to use recording equipment on school grounds.

Rationale:
- Mobile phones can cause disruption.
- Mobile phones can be used for intimidating, bullying or demeaning other people.
- The school telephone can be used for emergencies or other necessary communication.
- Unless students have the express permission of an individual, it is illegal to photograph/record that individual.

5. Attendance and Punctuality Procedures

General Attendance:

- Attendance at all classes, which must be regular and punctual, will be monitored by the classroom teacher.
- A roll will be called at the beginning of each class by the classroom teacher.
- Lateness for class will be noted on TYRO and sanctions will be imposed.
- All absences/late arrivals are recorded by the classroom teacher.
- An accumulation of 20 unexplained absences will be notified to the National Education Welfare Board as required by legislation, Education Welfare Act 2000.

Use of the School App:

- "Absentee Forms", "Permission to Leave Forms" and "Late Notes" signed by parent(s)/ guardian(s) are required to cover any absences, early leaving or late arrival. Notes must be submitted by parent/guardians on the school app in advance.
- Signing In: If a student has an appointment and they are signing in late, parents may sign them in on the app, and the student must report to the front office where their late entry will be authorised.

Signing Out: If a student has to leave school early, parents / guardians are asked to submit a permission to leave note on the TYRO app. Parents / guardians must then present to the front office of the school to collect their child. Students are not permitted to leave the school until the parent / guardian collects them at the front office. This rule applies to all students.

- Senior Cycle students are permitted to leave the school grounds during lunchtime.
- Junior Cycle students must remain on the school grounds at lunchtime.

Illness while in school:

- There may be occasions during school hours when a student feels unwell. Should this situation arise, the student must notify a staff member. Contact with parent/guardian must take place via the main office in this situation.
- In an emergency situation, the parents will be contacted immediately. If it is not possible to contact a parent/guardian or another nominated person, arrangements will be made for the injured/sick person to be attended to.

6. Uniform

Students must wear the complete school uniform at all times during school hours, during the holding of in-house examinations and when engaged in activities organised by the school. Parents will be notified in advance of 'non-uniform' days or occasions on which students are not required to wear the school uniform.

Breach of these rules as to school uniform is a breach of this Code of Behaviour. Breaches of these uniform rules will be recorded on TYRO. For repeated breaches of uniform, the matter will be referred to the student's Year Head. Further breaches of the uniform rules will be referred to the Deputy Principal and parents/guardians will be contacted.

The school uniform is as follows:

Boys – Senior (Transition Year, Fifth and Sixth Year)

- Blue uniform shirt worn with collar turned down.
- Dark grey uniform trousers.
- Navy uniform round neck jumper with school crest.
- Plain (not embellished), flat, black shoes or runners.

Boys – Junior Cycle (first year, second year and third year)

- Grey uniform shirt worn with collar turned down.
- Dark grey uniform trousers.
- Wine uniform round neck jumper with school crest.
- Plain (not embellished), flat, black shoes or runners.

Girls – Senior (Transition Year, Fifth and Sixth Year)

- Cream, cotton, uniform blouse worn with collar turned down.
- Knee-length, pleated, check uniform skirt or navy uniform trousers.
- Bottle green uniform v-neck jumper with school crest.
- Plain (not embellished), flat, black shoes or runners.

Girls – Junior Cycle (first year, second year and third year)

- Cream, cotton, uniform blouse worn with collar turned down.
- Knee-length, pleated, check uniform skirt or navy uniform trousers.

- Navy uniform v-neck jumper with school crest.
- Plain (not embellished), flat, black shoes or runners.

7. Personal Vehicle Use

In the interest of student safety, child safeguarding and the health and safety of the entire school community, St. Louis Community School has established the following regulations regarding student vehicles and personal vehicle use.

Student Parking

Students are not permitted to park their vehicles on school grounds or school property at any time during the school day.

Students who drive to school must park their vehicles in the designated parking area, as outlined and communicated by school management. Students are expected to park responsibly and in accordance with all applicable road traffic regulations.

Access to Vehicles During the School Day

Students are strictly prohibited from accessing, sitting in, driving or otherwise using their vehicles between the commencement of the school day at 9am and its conclusion at 4pm or until the conclusion of supervised study, whichever is applicable.

This restriction applies throughout the entire school day, including morning break, lunchtime, free periods and all other times when students are under the supervision and care of the school.

Students must not leave the school premises to access their vehicles during these times unless they have received prior express permission from school management.

Duty of Care and Student Supervision

St. Louis Community School acts in loco parentis during the school day and has a duty of care towards all students while they are under the school's supervision.

This duty of care extends to all scheduled break times, lunchtimes and periods of supervised study.

In the interest of student safety and effective supervision, students are required to remain within the designated school areas throughout the school day and must not access their vehicles or the designated student parking area without the express permission of school management. *(Senior students are permitted to go downtown at lunchtime)*

Breaches of the Code of Behaviour

Any student found to be in breach of these regulations will be dealt with in accordance with the school's Code of Behaviour.

Breaches of this policy will be treated as a serious matter, given the potential implications for student safety, supervision and the school's duty of care.

School management will address any such breach in conjunction with the school's Code of Behaviour, and parents/guardians will be informed as appropriate.

Child Safeguarding and Risk Assessment

This section of the Code of Behaviour must be read in conjunction with the St. Louis Community School Child Safeguarding Statement and the school's Risk Assessment Review.

The restrictions on student parking and access to personal vehicles form part of the school's wider commitment to providing a safe, secure and appropriately supervised environment for all students throughout the school day, including break times, lunchtimes and supervised study

All students and parents/guardians are expected to familiarise themselves with these regulations and to support their implementation in the interest of the safety and wellbeing of the entire school community.

Note: Student vehicles include cars, tractors, scooters, motor bicycles, mopeds, etc.

(This list is non exhaustive)

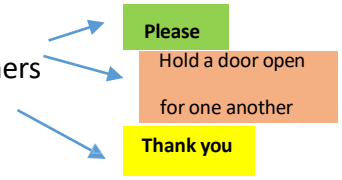
8. Promoting Positive Behaviour

> "*The quality of relationships between teachers and students is one of the most powerful influences on student behaviour." (NEWB Guidelines 2008)*

In St. Louis Community School, all students are actively encouraged to make a positive impact on the school community though positive behaviour.
In keeping with the Key Skills of Junior Cycle as outlined by the Department of Education, the school endeavours to positively promote student development in each of the following key skills: Managing Myself, Staying Well, Communicating, Being Creative, Working with Others, Managing Information and Thinking.
The following outlines the positive behaviours the school aims to foster in our students and how these positive behaviours can be acknowledged by staff.

What are the desired behaviours we wish to see in our students?

- Classroom participation and a positive engagement
- Good school and class routines
- Good Manners



- Respect shown to self, others and property
- Good time keeping
- Self-organisation
- Co-operation & Collaboration
- Using their initiative
- Leading by example

How can we acknowledge positive behaviours displayed by our students?

- Praise for effort, participation or achievement in class
- Positive note on TYRO/Journal
- Promoting student leadership roles
- Encouragement
- A positive behavioural note on TYRO/note in journal
- Display work efforts in the school – (classroom, halls, etc)
- Free homework pass (1st and 2nd Years only)
- Teachers feedback to year heads and management for further praise
- Class reward
  - Where possible reward students
  - Note home in Journal/TYRO

- Lunch voucher
- School trip

9. Responding to Inappropriate Behaviour

> *"A sanction is a form of positive intervention. However, sanctions are unlikely on their own to change behaviour. They should be used as part of a wider plan to help the student learn." (NEWB Guidelines 2008)*

Inappropriate behaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers. Where a student's behaviour disrupts the teaching and learning of other students, school authorities must weigh the needs of that student with the needs of other students and staff. In so doing, the school is conscious of the different realities of student lives and the need for an orderly environment.

Where appropriate, the staff of St. Louis Community School will engage with restorative approaches when dealing with inappropriate behaviour. Restorative approaches encourage the values of respect, empathy, fairness, equality and help to build trust. Restorative

approaches help students take responsibility for their behaviour and learning. Students are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence.

The response by school authorities to address inappropriate behaviour will be based on whether the behaviour can be classified as low, medium or high-level behaviour. The following outlines each type of behaviour and the responses available to the school authorities.

The responses to low-level behaviours outlined below are designed to allow teachers to create an inclusive, purposeful, student-centred learning environment based on mutual respect, affirmation and trust.

Low-Level Behaviour

- Disrupting teaching and learning
- Failure to follow instruction
- Respect not shown to self/others
- Consistently late for class / no apology or explanation
- Lack of materials for class
- Asking irrelevant questions/saying things with the intention of disrupting class
- Talking out of turn consistently
- Disrupting other students when they are talking
- No Homework/poor effort with homework
- Chewing gum
- Leaving seat without permission
- Swinging on chairs
- Eating or drinking during class. Drinking water is permitted
- Breach of school uniform
- Persistent asking for toilet breaks
- Loitering in the toilets

Low-Level Responses

- Signal/gesture
- Verbal warnings
- Notes in journal or TYRO
- Put waste/rubbish/chewing gum etc. in bin
- Clean tables and desks etc.
- Detention
- Complete penalty sheet and record on TYRO
- Contact parent
- Change seating plan
- Restorative approaches
- Report Card
- Repeated offences over several classes may be moved up to medium level responses

Medium Level Behaviour

- Persistent disruption of teaching and learning
- Persistent late coming (specific number attached to sanction)
- Persistent failure to produce homework /classwork
- Persistently failing to be organised for class
- Use of mobile phone without permission
- Defacing school property
- Truancy/Dossing class
- Persistently chewing gum (wastes class time going to bin, etc)
- Failure to follow instruction despite corrections
- Disrespectful to members of the school community.
- Persistent breach of school uniforms

Medium Level Responses *

- Restorative Practices
- Parent referral
- Detention
- Cleaning duties
- Withdrawal of privileges / Banned from school activities if persistent
- Log TYRO note
- Restorative practices
- Withdrawal from class
- Repair or replace at own cost
- Penalty sheet / school rules
- Mobile phone policy
- Class teacher to contact parents after consultation with Year Head
- Report Card
- Behaviour Contract
- Repeated offences over time may be moved up to high level responses

** Examples given are intended as a guide only and are not exhaustive. The principal, having considered the context and all other factors relevant to the incident/issue, may make a judgement on the gravity of the incident and will apply the code of behaviour as deemed appropriate.*

High-Level Behaviour

- Refusing to follow instructions from staff
- Repeated truancy – dossing class
- Repeated failure to attend class
- Interfering with the property of staff or students
- Serious damage to property
- Stealing
- Vandalism
- Swearing/abusive language
- Aggressive or threatening behaviour / physical violence with another person
- Endangering the safety or health of any member of the school community
- Accessing inappropriate online content on school devices
- Taking photos or videos of a member of the school community without permission
- Inappropriate posting of comments/photos/ videos/information on devices about staff members or other students
- Bullying and Cyberbullying
- Smoking/Vaping/Drug/alcohol related incidents
- Tarnishing the professional reputation of members of the school community
- Possession or brandishing an offensive weapon

High-Level Responses *

- Restorative practices
- Direct referral to Year Head/DP/Principal
- Contact home and send home by middle or senior management
- Parent and Student meet with Year Head/Deputy Principal/Principal when student returns following suspension or being sent home
- Report Card
- Behaviour Contract
- Suspension
- In-school suspension
- Out of school hours – Detention
- Expulsion
- Referral to Gardai or other relevant services
- And any other sanction identified in the low or medium level behaviours – or in NEWB guidelines where appropriate

** Examples given are intended as a guide only and are not exhaustive. The principal, having considered the context and all other factors relevant to the incident/issue, may make a judgement on the gravity of the incident and will apply the code of behaviour as deemed appropriate.*

10. Suspension

Suspension is only one strategy within this Code of Behaviour to respond to inappropriate behaviour. The school authorities recognise that when all other strategies have been exhausted, suspension affords a student time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour and to accept the need for the behaviour to change.

In cases where students fail to observe the Code of Behaviour it is necessary, for the good of the school community as a whole, to impose sanctions on such students, including suspension where warranted.

The Suspension and Expulsion policy has been formulated in conjunction with the Code of Behaviour and it outlines the school's approach to suspension. The Suspension and Expulsion policy has been formulated taking due consideration of the rights and responsibilities inherent in the Education Act 1998, Education Welfare Act 2000, Equal Status Act 2000 and the principles of fairness and natural justice as outlined in the National Educational Welfare Board Guideline 2008.

11. Expulsion

Expulsion is the ultimate sanction imposed by the school on a student and as such, will only be exercised by the Board of Management in relation to cases of extreme indiscipline. In cases where the Principal is of the opinion that a student's actions are such that expulsion should be considered, the Principal will refer the matter to the Board of Management. Given the severity of the potential sanction, the school, in accordance with the principles of natural justice, will investigate extreme indiscipline cases thoroughly in advance of any hearing that could result in expulsion.

The Suspension and Expulsion policy has been formed in conjunction with the Code of Behaviour and it outlines the school's approach to expulsion. The Suspension and Expulsion policy has been formulated taking due consideration of the rights and responsibilities inherent in the Education Act 1998, Education Welfare Act 2000, Equal Status Act 2000 and the principles of fairness and natural justice as outlined in the National Educational Welfare Board Guideline 2008.

12. Evaluation and Review

The Code of Positive Behaviour is evaluated by the Principal on an on-going basis, drawing on the experience and views of and consultation with students, teachers, staff and parents. The Principal will prepare and implement an action plan for annual review and update of the code.

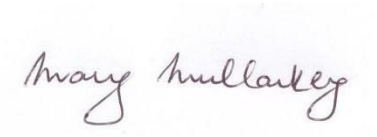
13. Adoption

1. This policy was adopted by The Board of Management on 19th March 2024

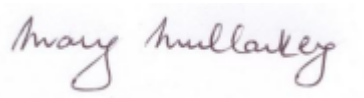
2. This policy has been made available to school personnel, Student Council, Parents' Association, and has been published on the school website. A copy will be made available to the Department of Education and to the Trustees, if requested.

3. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification of the completion of this review will be provided to school personnel and Parents' Association and will be published on the school website.

   A record of the review and its outcome will be made available, if requested, to the Trustee and to the Department of Education.

Signed:  **Date:** 19.03.2024

This policy was amended to include section 7 on the 30th of September 2026



Signed: _____ Date: 30.09.2026

Chairperson, BOM

Signed: _____ Date: 30.09.2026

Principal / Secretary BOM