

holy child community school



Code of Behaviour

&

School Policies 2018/2019

Being the Best You Can Be

Actions not Words

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Code of Behaviour 2017

HOLY CHILD COMMUNITY SCHOOL

Mission Statement

The Holy Child Community School welcomes students with diverse abilities and talents. In keeping with our Christian ethos, we seek to recognise and develop these varied gifts and to promote in our students a sense of self-confidence, tolerance and respect for others. We foster learning within a secure and happy environment, so that our pupils may mature to their fullest potential in personal, social, physical, aesthetic, spiritual and academic skills. We see parents as being essential partners in this process and look to them for support and reinforcement. Our school structures, curriculum and special events are all designed to reinforce these values and this vision.

Definitions

The term "parents" is also intended to apply to legal guardians.

The Code of Behaviour

In promoting this Code of Behaviour the school is:

- Creating an environment where each student feels secure and is able to work in an environment which is conducive to learning and where he/she can achieve to the best of his/her ability.
- Promoting relationships amongst staff, students and parents which are based on mutual respect, fairness, consideration, courtesy and good manners.
- Fostering personal responsibility and self-discipline in each student in a way that promotes the school's values as enshrined in our Mission statement.
- Complying with the requirements of "Developing a Code of Behaviour: Guidelines for Schools 2008"¹.

While good standards of conduct are the expected norm at the Holy Child Community School, excellent standards are recognised and rewarded within the school. We believe that everyone in school has the right to be treated with respect. Good relationships are vital to the successful working of our school. We value achievements of every kind and we believe that all students should have an equal opportunity to achieve their potential. We also believe that students respond well to high expectations. In our school we expect everyone to work hard and give their best at all times. The effective operation of the Code of Behaviour is only possible by setting out clearly the school rules and regulations for the benefit of each family. Such rules provide guidance for the student and facilitate the daily operation of school life.

Our Code of Behaviour expresses the kinds of behaviour and relationships that create a positive environment for teaching and learning and in helping to create a happy environment for the school community. It is expected that students, parents/guardians will uphold standards outlined in this Code and create and maintain a pleasant environment by committing themselves to the following:

¹ Developing a Code of Behaviour – Guidelines for Schools (May 2008) TUSLA

- At the beginning of every school year the students will be reminded of the school's expectations in terms of behaviour, rules, academic standards, student awards, rewards and sanctions.
- Students and parents will be expected to read and sign the Code of Behaviour.
- As part of the Holy Child Community School efforts to communicate and set out its expectations in terms of manners, courtesy and general acceptable behaviour to students, it will hold periodic formal "classes" for all year groups. When new first years join the school time will be given to inform and communicate very clearly the school's expectations of them.

The effective operation of the **Code of Behaviour** is only possible by setting out clearly the school rules and regulations for the benefit of each family. Such rules provide guidance for the student and facilitate the daily operation of school life. Underpinning all aspects of the schools **Code of Behaviour** and the policy on suspension and expulsion is the protection of these rights:

- All students have the right to work in a secure environment that is conducive to learning.
- All students and staff members have the right to be treated with courtesy
- All students and staff members have the right to be treated in an honest, courteous, respectful and co-operative manner.

In protection of these rights:

- Staff members *expect students to follow their instructions* when implementing school and class rules and policy
- Staff members *expect students to follow their instructions* when issuing instructions relating to health and safety.

The Code of Behaviour:

Each new entrant will receive a copy of the Code of Behaviour upon enrolment along with the **Form of Agreement**.

The student in signing the Form of Agreement undertakes to observe the rules of the school in every detail. The parents in signing the Form of Agreement undertake to support the school, in every way possible, in the implementation of the Code of Behaviour.

A Positive focus in the Holy Child Community School:

We always aim to be positive in our approach and to notice and reward good behaviour rather than take it for granted. Staff members believe that everyone should have equal access to rewards and all student endeavours is acknowledged in our school, not just academic ability. Everyone responds to the right kind of reward. Teachers use a range of rewards and a merit system to promote good behaviour where appropriate.

At the end of each half-term the schools presents students with Awards in the following categories:

- Academic Awards
- Endeavour Awards
- Best Effort at Homework Award
- Most Improved Student
- Merit system

In our ongoing efforts to promote excellence and high standards among our students we have a positive referral system in place in HCCS. The purpose of this is to acknowledge the efforts of students and reward them for treating learning in a serious and mature way.

Merits are awarded to students who display academic excellence or endeavour, good behaviour or courtesy, positive participation or helpfulness or very good organisation. All students, regardless of ability, are able to earn merits. As a general rule this is based on a “brilliant” piece(s) of work, homework(s) classwork, project work, practical piece(s), etc. Merits are entered into journals by staff members who are committed to actively supporting the promotion of good behaviour. The teacher uses his/her judgement/discretion on entering merits into the students’ journals.

At the end of the academic year the school hosts an annual prize-giving day

Other Forms of Reward used at Holy Child Community School

Where a student has displayed ongoing and consistent improvement, the positive referral system may be used.

- Praising students for good behaviour / work / effort
- Writing a positive note home in the students’ journal.
- Sending a post card home
- One to one meetings with Support teachers/Househead.
- Displaying students’ work in the school.
- Broadcasting successes at Assemblies, on the Website
- Attendance / Punctuality Awards
- Students’ positive achievements are entered in eportal
- Academic Achievement Awards
- Endeavour Awards
- Mention in Yearbook and Newsletters
- Involvement in outings and tours.
- Acknowledgement at Prize giving Ceremony.

School Work

- Students are expected to be attentive, to behave in a positive manner and to participate in class-work: this includes the responsibility to have class materials as requested.

Classroom Code

Arrive to class on time
Have books and equipment for class
Do not eat or chew in class unless your teacher has given permission
Have homework done/have your best effort to show to your teacher
Sit quietly in your allocated seat
Remain seated unless given permission by your teacher
Take out your journal, books and homework promptly
Listen attentively during class
If you want to speak or to ask a question, please raise your hand
Be respectful when addressing your teacher or fellow students
Participate in all class work
Make sure you note all homework carefully in your journal
Pick up any paper/rubbish on or under your desk.
Tuck your chair/stool neatly under your desk
Wait at your desk until given permission to leave
Put any rubbish into the bin as you leave

- The school has an Attainment Team in place to track and monitor student progress to ensure that students are reaching their potential. Students are expected to set their own targets with the guidance of the Attainment teacher and follow-up meetings are held with students after Christmas, Mock, Spring Assessments and Summer exams.
- Homework must be satisfactorily completed. The school has a Referral ladder for the purposes of homework. There are various supports in place for students to assist them in completing homework such as the Homework Club.
- See School **Policy on Homework and Study**. (Appendix 2.)

Students on Daily Report:

Daily Report is administered and managed by the House Head. The principal aim of the Daily Report is to signal to the student and his or her parents that the breach of good behavioural is being treated very seriously and that it will not be allowed to continue. Reports are signed daily by Househeads/DP/Principal and parents.

Permission to Leave Class

Students involved in school activities during class time must produce a note from the teacher organising the activity when seeking permission to leave class.

Students wishing to leave class can only do so with the teacher's permission and with a note from that teacher expressing the reason for leaving the class.

Uniform

- Students are expected to be clean and neat in dress and appearance.
- Complete school uniform, as set out in the uniform memorandum, is to be worn in school, on the way to and from school, on school business or when representing the school.
- Inappropriate hairstyles and jewellery, denims, leather or army jackets are not to be worn or brought to school.

Property

- All property should be stored in rented lockers.
- The school cannot accept responsibility for lost or stolen property or for property confiscated due to a breach of the school rules.
- All property should carry the student's name. (e.g. coats)
- Malicious or intentional damage to property e.g. graffiti will have to be made good by the student responsible. In order to prevent damage being done to school property, the use of ink in the school is forbidden

Mobile Phones and MP3 players

There are very strict rules in force regarding mobile phones. See the **School's Mobile Phone & Electronic Devices Policy**. I Pods or any MP3 players (or similar) may not be used by students inside the school building. They must be kept switched off and put safely away otherwise they will be confiscated in *accordance with our Mobile Policy*.

Jewellery

- One piece of jewellery may be worn and a watch. Facial piercings are not permitted. One sleeper worn in the ear lobe or a discreet nose piercing is acceptable. Additional jewellery will be confiscated and kept in the school until the end of term unless collected by a parent/guardian at the front office during office hours.

- Items not collected by parents, guardians will be returned to students at the end of term only.

Student Journal

- Must be kept by student at all times.
- Replacement of the Student Journal costs €10
- The Student Journal must not be defaced.
- Must be signed by parents/guardians every week.
- Whereas every attempt will be made by subject teachers to ensure that students record all homework and study assignments in their journals it is the responsibility of students to ensure that this is done properly. Parents are expected to check and sign student journals every Friday and to report any concerns to the school regarding the level of homework being given to students.
- Parents are asked to ensure that all students devote adequate time to homework. Homework includes written work and study. There is never a day when a student has no homework. It may happen from time to time that a student will have no written work, but there is always study to be done. The following guide shows minimum weekly levels of homework for each year group.

Health and Safety

Every member of our school community has a responsibility to take the greatest care in upholding the Health and Safety of everyone in the school. As a reflection of the School's role *in loco parentis*, the School authorities have absolute discretion as to whether to seek urgent, professional help (such as calling an ambulance or a doctor) when it is apparent that anyone on the school premises may need such help. In this context, "school authorities" will be interpreted to mean any member of staff.

Movement around School/ Safety

- Students must walk **NOT** run, and keep to the left of the corridor.
- Students should keep to the one-way system of movement in operation.
- Cycling is forbidden within the school grounds.
- To minimise class disruption students are expected to use the toilets during breaks if possible. Only in exceptional circumstances will students be allowed out of class.
- Toilets are not to be used during changeover of classes.
- Any student leaving school outside of the normal times must sign out at the office and must have prior permission from the Househead.
- **FIRE DRILL REGULATIONS MUST BE STRICTLY OBEYED.**

Emergency Regulations

Emergency Drill Practice takes place in HCCS from time to time. When this occurs, staff and students are asked to evacuate the building in an orderly fashion in case of fire or other emergency. Students are reminded that interference with the Fire Alarm or Equipment is a very serious offence. On hearing the fire alarm students should:

- Stand up in silence under the teacher's request, leaving all property in the classroom (locked by teacher on exit).
- Follow all instructions given by the teacher.

- Walk quickly and quietly in single file (as per one way system in the school) from the classroom to the Assembly Point in the *Overflow Carpark at the back of Cornelian Centre*.
- At the Assembly Point, line up in alphabetical order in their class group.
- If alarm goes off between classes or when there is no teacher present the class should proceed to the Assembly Point as outlined and join their Tutor or Househead.
- If a student is not in class when alarm sounds they should proceed immediately to the Assembly Point and join their class group.

Games, Sports and Extra- Curricular Activities

- All students **must** participate fully in Physical Education classes unless exempted by a **Doctor's Certificate**. Full P.E. gear must be worn.
- Those honoured by being chosen to represent the school must make themselves available to participate.
- Only in exceptional circumstances, or as a disciplinary measure, will students be excused from outings, field trips or excursions.

Inappropriate, Unacceptable Behaviour and Sanctions:

Equally, unacceptable standards and inappropriate behaviour which is non-compliance with school rules and regulations have to be recognised. Violence, physical or verbal, is not accepted within the school, when students are coming to or going from school or on a school outing. The following are expressly forbidden:

- The possession or use of tobacco, alcohol or other intoxicants/ dangerous substances ~~is~~
- Persistent disruptive or negative behaviour and a persistent negative attitude towards studies
- Vandalism
- Substance misuse
- The possession of dangerous objects, weapons, lighters, fireworks or harmful substances Smoking or the consumption of alcohol.
- The possession or use of bangers.
- Abuse of Teachers, other Members of Staff or other Students
- Threatening or violent behaviour, bullying, the deliberate use of foul language or gestures, intimidation, sexual harassment directed at teachers or fellow students, will not be tolerated. The matter will be investigated, parents will be contacted and appropriate action will be taken.
- Should the nature of any serious incident be such that it is considered a health and safety issue the student will be suspended from school and parents will be contacted and asked to remove the student immediately. The matter will be investigated, parents will be contacted and appropriate action will be taken.

Bullying

- The school's Policy Statement on Bullying in accordance with the Department of Education Guidelines is set out clearly in the Policy Booklet. Students must sign their acceptance of this Policy at the beginning of each school year. This Acceptance must also be countersigned by parents. (See Appendix on Bullying)

Sanctions

- Sanctions may be imposed on any students who offend against the Code of Behaviour of the school. Sanctions, details of which are contained in the Code of Conduct, include:
 - Parental Involvement
 - Fines
 - Behaviour Contracts
 - Confiscations
 - Chores, Community Service
 - Detention
 - Referral and Involvement of External Agencies
 - Suspension or Expulsion
 - Suspension will be considered as a response to a student's behaviour if;
 - The student's behaviour has had a serious and detrimental effect on the education of other students.
 - The student's continued presence in the school at this time constitutes a threat to safety.
 - The student is responsible for serious damage to property.
 - If the student has engaged in an incident of serious misconduct.
 - If the student is a threat to good order in the conduct of teaching and learning.
 - If the student is a threat to the safety of other students and staff.
 - If the student is a threat to the right of other students to learn in a calm atmosphere.

Substance Abuse

The Board of Management wishes to stress to parents, guardians and students that the possession of illegal substances while in school or on school related activities is totally banned and that students who knowingly have illegal substances in their possession face **expulsion** from the school. This includes:

- The possession, use or supply of illegal drugs or substances.

Students involved in any of the above or who in any way facilitate or support the above shall also be held responsible and sanctioned accordingly. The matter will be investigated, parents will be contacted and appropriate action will be taken.

The school will provide whatever support or advice it can to parents who may have to deal with a problem of substance abuse in the home. (See Appendix on Substance Abuse)

Student Support

In general the school will seek to modify unsatisfactory behaviour using positive supports such as the Pastoral work done by the Househeads, the Care Team Group (which consists of the Househead, the Chaplain, the Resource Teacher, the School Completion Teacher, the Guidance Counsellor, the School Completion Coordinator, the Deputy Principal), SPHE class and less serious sanctions whenever possible.

The services of Chaplain, Home School Liaison Coordinator (who is in contact with families), Guidance Counsellor, professional psychologist and other relevant external agencies may be utilised to the greatest extent possible in seeking to improve behaviour and rehabilitate students to help them to readjust to school life.

As part of the whole school approach, the school has an agreed ladder of staff intervention in response to inappropriate behaviour. At each level parental and family support are sought.

The school endeavours to use a restorative approach to deal with behavioural and disciplinary issues with students.

Levels of Intervention:

Support for all: Teachers are responsible for the management of the students in their classroom. Minor misdemeanours and inappropriate misbehaviour (e.g. no books, incomplete homework, etc) are dealt with by the class teacher.

Additional Support: If students require more active intervention to help them manage their behaviour additional supports are put in place for them including the following:

- Referral to another adult or teacher who can work with the student
- Referral to a member of the Student Support team(which includes the Chaplain & Guidance Counsellor & DP)
- Setting targets for behaviour and monitoring them with the student in a supportive way.
- Behaviour contracts
- Involvement of parents/ Guardians
- Referral to an external agency if necessary
- Using Restorative Practice
- Daily Report
- In- house Suspension

Specialised support for a small minority of students:

Many students who display challenging behaviour and may have great difficulty learning new behaviour may find it difficult to respond to some interventions. These students are referred to the various teachers; Househeads; Chaplaincy and Guidance services where appropriate.

The school also endeavours to contact the relevant external agencies including MYP (Mounttown Youth Project), Teen Counselling, Dún Laoghaire and HSE services.

Attendance and Punctuality

- Students should be in the school building by 8.30 a.m. for registration at 8.40 a.m. Parents will be informed when there is a consistent pattern of late coming. Students will be detained at lunchtime each day they arrive late to school after 8.40 am unless they have a note from their parents/guardians explaining their lateness. If students do not attend lunchtime detention parents/ guardians will be contacted and students will be detained for **up to two hours** after school. Students who arrive late are required to sign in at the main Office. In the event of a student being absent a text message will be sent home by the Office staff.
- Junior students must remain in the school grounds from 8.40 a.m. to 3.40 p.m. (except Wednesday 8:40 -1:05pm). Senior students may leave the school at lunchtime on the understanding that they will observe the highest standards of behaviour while out. All students must remain on the school grounds during the morning break.

- All absences, including half days, must be explained by letter from parents to the Tutor/ Househead. If a student is absent for more than three school days or it is anticipated that he/she will be absent for more than three school days, parents are requested to inform the school immediately.

When possible, medical and dental appointments should be made outside of school hours. On return to school a student should give a note to his/her Househead or Tutor explaining his/her absence. It should be noted that the school is obliged, under the Education & Welfare Act, to report those students who are absent from school for more than 20 days in the school year to the Educational Welfare Board.

- Requests for permission to leave school during school hours must be in writing from the parents to the House Head. All students must 'sign out' at the office before leaving the school.
- All notes are verified by House Head/Deputy Principal or Principal before student leaves school.
- Students must not leave the school without permission from their Househead, Deputy Principal or Principal and signing out at the front office.
- If a student leaves school without permission it is a Health & Safety matter, parents / guardians will be contacted and the student will receive up to 2 hours detention.

Late Entry to Class

Students arriving late for class must produce a note of explanation from the teacher who detained them detailing the reason for their lateness.

Detention

Students may, at the discretion of their teachers, be detained after school up to 30 minutes.

Students may, at the discretion of their Househead, Deputy Principal or Principal, be detained for up to 2 hours.

Parents/ Guardians must be contacted to confirm same day after school detention. Otherwise at least 24 hours prior notice of any detention must be sent to parents, through the journal or phone call. This will be recorded in the student journal and vsware.

Suspension of Students

The authority to suspend students has been delegated by the Board of Management to the Principal in accordance with the EWB Guidelines. See **Suspension & Expulsion**.

The Principal is authorised by the Board to suspend a student up to three days.

The Principal reports all suspensions to the Board of Management and to the NEWB in accordance with the NEWB guidelines (Education Welfare Act, 2000, section 21 (4), (a)).

Expulsion

The Board of Management reserves the right to expel a student who puts the health and welfare of other students or staff at risk, or any student who engages in persistent or serious misbehaviour which undermines the ethos of the school, undermines the education of other students or the work of the whole staff.

Ladder of Referral

Holy Child Community School places great emphasis on positive behaviour, keeping in mind the principles of restorative justice, positive classroom management and being clear about high expectations of behaviour. The school will employ intervention systems including referrals to School Chaplain /Guidance and outside agencies as support when necessary to student's .Good behaviour is acknowledged through praise, the awarding of merits, display of work, postcards home.

This approach will frame the use of the Referral Ladder.

- For the Pupil Referral system to work successfully, it has to be viewed as a very serious sanction/process that a class teacher only uses once all other approaches to achieve positive and productive behaviour have been exhausted.

Teachers can pre-empt negative behaviour in the classroom by:

- Exercising leadership and authority they possess in the classroom situation and on the corridor to deal with any and all incidents of negative behaviour as they arise.
- This can be achieved by engaging with the student in a manner that allows the students to acknowledge their negative behaviour and make a commitment to the teacher that it will not happen again, *keeping in mind the principles of restorative practice and positive interventions*
- Having clear, positive and high academic expectations of every pupil
- Setting clear, positive and high standards of behaviour for every pupil
- Employing positive classroom management strategies
- Solving the problem, if possible, with the student through negotiation
- Reminding the pupil that if negative behaviour persists then a sanction will follow and a change in behaviour will be expected.
- Engaging in classroom management strategies that will promote positive behaviour
- Engaging and negotiating with the pupil that if their behaviour does not improve then they will have no choice other than to issue a **Note in the journal record it on Eportal and then follow the stages on the yellow slip.**

The examples of misbehaviours listed in this document do not constitute a complete list. The school reserves the right to impose sanctions for other misbehaviours which it considers serious. Sanctions may include the following and are designed to minimise disruption to teaching and learning.

Level 1: Minor Misbehaviour to be dealt with by the class teacher

Minor misbehaviour in classroom/corridor/canteen/supervised class, this may include;

- Lateness to class
- Insufficient work
- Incorrect uniform
- No homework/equipment
- Eating/drinking/chewing gum (*Eating and drinking slip to be completed and returned to principal*)
- Disruption by talking out of turn
- Mobile phone (see mobile phone policy)
- Punishment sheet not done
- Failure to attend teachers detention

Interventions

- Contain and deal with the issue. Have a conversation with student.
- Negotiate with student and discuss the impact of behaviour on others students and their learning.
- Teacher outlines expectations and gets a firm commitment for improvement; ask the student what support they need.
- Outline consequences/ rewards of making future choices.
- Positive reinforcement if student is making an effort and has improved. Use of Merit System to reinforce & record positive events in the journal and on Eportal.
- Completed yellow slips (stage 5) to be recorded on E-portal and can be given to Househeads or emailed.
- Teachers can refer the student to the Househead to avail of the schools intervention processes.
- Negative behaviour from a student needs to be recorded in a note in the journal and on Eportal in the format of “Issue, Action & Outcome”, the following steps should be followed;

Sanctions may include:

- 1. Note in journal and oral reprimand**
- 2. Note in journal and punishment sheet**
- 3. Note in journal and 30 minute detention**
- 4. Note in journal, contact parents (phone/letter)**
- 5. Refer to Househead**

Level 2: More serious misbehaviour Referral made to Househead

More serious misbehaviour may include the following;

- Persistent minor misbehaviour
- Serious defiance
- Refusal to hand up journal/phone
- Rudeness
- Truancy
- Vandalism
- Punishment not done
- Not turning up to detention

Interventions

- Negotiate with student and discuss the impact of behaviour on others/ teachers and their learning.

- House head outlines expectations and gets a firm commitment for improvement- - ask the student what support they need.
- Outline consequences/ rewards of making future choices.
- Positive reinforcement if student is making an effort and has improved.
- House head may refer student to Chaplain/ Guidance Counsellor by email.
- House head may use their discretion regarding detention but must phone parents/ guardians if student is being detained for over 30 minutes.
- Parents may be contacted by phone about the matter.
- House head may invite parents & student to attend meeting to discuss reports from relevant teachers.
- An “Improvement Plan/Solution Focused Framework” by student, parent and House head will be formulated then will be subject to review within a particular time – frame.
- A follow up report will be discussed with all of the above at **review meeting**.
- House head may then decide to put student on “**Report**” and this will be closely monitored and signed by House head on a daily basis and will be signed by parents every day.
- Record every positive & negative incident on Eportal in the format of **“Issue , Action & Outcome”**

Sanctions may include:

- Up to 2 hours detention after school
- In house suspension (see note)
- Removal of privileges
- Putting student on Report (see note)
- A meeting with parents /guardians
- An “Improvement Plan/Solution Focused Framework” by student, parent and House head will be formulated then will be subject to review within a particular time – frame.
- Community Service

Level 3: Very serious misbehaviour Referral made to DP/ Principal

Very serious misbehaviour may include the following;

- Persistent serious misbehaviour
- Refusal to follow teacher’s requests.
- Verbal abuse towards staff and students
- Smoking on school premises or grounds
- Setting off fire alarm
- Substance abuse or dealing in prohibited substances (including aerosols)

- Inappropriate use of Internet
- Violent/Aggressive behaviour, e.g. physical assault
- Threatening language/actions towards staff or students
- This list is not exhaustive

Interventions

- Negotiate with student and discuss the impact of behaviour on others/ teachers and their learning.
- DP will get feedback from all the students teachers regarding the students' progress
- DP outlines expectations and gets a firm commitment for improvement- - ask the student what support they need.
- Outline consequences/ rewards of making future choices regarding a positive route forward
- An "Improvement Plan/Solution Focused Framework" by student, parent and DP will be formulated then will be subject to review within a particular time – frame. A follow up report from will be discussed at Review meeting.
- DP will inform parents by phone
- DP can arrange a meeting with parents and student to discuss the issue and plan for future positive behaviour
- DP may then decide to put student on "**Report**" and this will closely monitored by DP on a daily basis and will be reviewed with parents.
- DP may place the student on "In-house suspension" for a period of time.
- DP will use Intervention Systems- Principal School Chaplain/ Guidance/Outside Agencies
- Record every positive & negative incident on Eportal in the format of "*Issue , Action & Outcome*"

Sanctions may include

- Up to 2 hours detention after school
- Meeting with parents /guardians
- In house suspension (See notes on page 6)
- Removal of privileges
- Putting student on Report (see note on page 5)
- Suspension (see notes detail on page 6)
- Expulsion (See notes on page 7)

On Report

- Students must get report signed in journal at the end of each period
- It is a student's responsibility to get their report signed

- Student must show their report to their househead at designated times throughout the day (at the discretion of househead)
- Student must see their househead after school each day to get report signed
- Parents must sign report every night
- If a househead is not satisfied with the report a detention may be given
- Failure to comply with the above will be referred to the DP

In-house Suspension

- All staff will be informed by notification on the staff noticeboard of a student that has been put on **in-house** suspension
- The students' parents will be informed of the **in-house** suspension.
- Parents will be given an appointment to meet the house head/ DP/ Principal
- An appointment will be made for the student with the pastoral care team
- The student will be on a daily report for the period of the suspension
- The **in-house** suspension will require the student to stay with a teacher in the back of their class for the period of the suspension.
- The student will be allowed to go to break a little as normal and use this time to organise their food for lunch time detention.
- The student will spend their lunch in Marian 2 on detention.
- The House Head will monitor the students' progress throughout the day
- Subject teachers will have a bank of work ready that they can produce to the student on suspension so that the student does not miss out on their education.
- A student from the detained student's class will record the work that the detained student is missing out on that day and give it to the detained student at the 10:50 break.
- The student will meet with the House head at the end of each day of the in house suspension to review their work, behaviour and to sign their **report**.
- The student will meet with the house head at an appointed review date after the **in-house** suspension has been completed. A restorative practice approach to be used at all meetings.
- Intervention Systems- School Chaplain/ Guidance
- Students will be on report for 1 week following **in-house** suspension.
- While on report students can receive merits for improved behaviour and a card acknowledging improvement is sent home at the end of this period.
- Failure to adhere to conditions of being **on report** is considered as a serious example of refusal to follow a teacher's request.

- Record every positive & negative incident on Eportal in the format of “Issue , Action & Outcome

Suspension from School

A student may only be suspended from the school by the Principal and only after the criteria set out in the HCCS Suspension Policy and the “Developing a Code of Behaviour Guidelines for School, NEWB 2008” have been met.

Should the nature of any serious incident be such that it is considered a health and safety issue the student will be suspended from school and parents will be contacted and asked to remove the student immediately. The matter will be investigated, parents will be contacted and appropriate action will be taken.

When a student is suspended from HCCS they are expected to follow the procedures laid out for a suspension,

- Turn up to school every morning for 8:50 to meet the DP.
- Collect the work that has been prepared for them from the DP.
- Return to their home for the day to complete the assigned work.
- Present themselves to school at 3.45 to meet the DP.
- Present the completed work to the DP for correction by their teachers.
- Attend detention in Marian 2 for 1 hour to complete any work from the school day.

Students are expected to comply with the above procedures for out of school suspension; otherwise, students will be suspended until the terms of their suspension are completed.

Expulsion

The Board of Management reserves the right to expel a student who puts the health and welfare of other students or staff at risk, or any student who engages in persistent or serious misbehaviour which undermines the ethos of the school, undermines the education of other students or the work of the whole staff.

Suspension

Policy Aim

This policy has been prepared for approval by the Board of Management following consultation and discussion with the representatives of parents, teachers and students. The aim of this policy is to put in place a mutually agreed and clearly understood set of procedures, in line with the National Educational Welfare Guidelines, for dealing with incidents of misbehaviour which have the effect of undermining good order and discipline in the school.

Implementation and Review

Following the implementation of this policy by the Board of Management copies will be distributed to parents with the next set of materials being sent from the school. Thereafter the policy will be included in the **School Policy Booklet** which is given to every student at the start of each year. The school will hold a number of assemblies at the beginning of each school year to remind students of their obligations under the terms of each policy. Students will be expected to sign a **Declaration of Compliance** with the policies and they will be advised to bring the policy booklet home for their parents to read. Students who for any reason are absent from any or all of these assemblies or who do not sign the policy declaration are nonetheless bound by **all** school policies. **Attendance at school is an implied acceptance of all of the rules and policies of the school.**

The Board of Management undertakes to review from time to time and if necessary amend this policy to ensure that the aims of the policy are being achieved.

I. Conduct in school

The Code of Conduct

While good standards of conduct are the expected norm at the Holy Child Community School, excellent standards are recognised and rewarded within the school. Equally, unacceptable standards have to be recognised and assistance provided by school-based support structures and home/school liaison. Where this support breaks down or is rejected, appropriate action may have to be taken in order to bring about a change in behaviour.

The effective operation of the Code of Conduct is only possible by setting out clearly the school rules and regulations for the benefit of each family. Such rules provide guidance for the student and facilitate the daily operation of school life. Underpinning all aspects of the school's Code of Conduct and the policy on suspension and expulsion is the protection of these rights:

Staff members and students have the right to work in a secure environment that is conducive to learning and student welfare.

Staff members have the right to be obeyed when implementing school and class rules and policy.

Staff members have the right to be obeyed when issuing instructions relating to health and safety.

Staff members and students have the right to be treated with courtesy.

Rewards

The school will at all times seek to raise standards of behaviour by adopting a positive approach to school discipline. The work of students and their adherence to the school's **Code of Conduct** will be acknowledged, encouraged and rewarded in the following ways:

Postcards home	Citations at Assembly
Attendance awards	Involvement in outings and tours
Academic achievement awards	Newsletter and Year Book mention
Endeavour awards	One to one meetings with support teachers
Merits	

Sanctions

Sanctions may be imposed on any students who offend against the **Code of Conduct** of the school. Sanctions, details of which are contained in the Code of Conduct, include:

Referral	Parental Involvement
Fines	Contracts
Confiscations	Suspension
Chores	Expulsion
Detention	Community Service

In general the school will seek to modify unsatisfactory behaviour using positive supports and less serious sanctions whenever possible. The services of Chaplain, Counsellor, Psychologist and other relevant outside agencies will be utilised to the greatest extent possible in seeking to improve behaviour. The HSCL will work with parents to assist with any difficulties the students may be experiencing in school. However, should it not prove possible to achieve realistic and sustainable improvements in behaviour within a reasonable period of time, suspension and if necessary expulsion will be used in accordance with this policy.

III. Contracts

In situations where other measures have proven ineffective and expulsion from the school is being considered for serious or consistent misbehaviour the school will, in certain situations, place the student(s) concerned on contract. The principal aim of the contract will be to signal to the student and his or her parents that the situation is very serious and that it will not be allowed to continue. The contract, which will involve a defined number of stages, will allow for a set number of meetings to take place involving students, parents and teachers with the intention of improving behaviour. Where the action of a student is such as to warrant immediate removal from the school a contract will not be used. See Appendix 1 for further information on school contracts.

IV. Suspension

Authority to Suspend

The Board of Management of the Holy Child Community School has the authority to suspend a student. The Board delegates the authority to suspend to the Principal and this shall be done formally and in writing at its Board meeting in September of each academic year.

The authority delegated to the Principal in respect of suspension shall state limits on that authority, and specify how the Principal is accountable to the Board of Management for his or her use of that authority. The Principal usually reports all suspensions to the Board at its monthly meeting in accordance with the EWB Guidelines. The delegation of authority shall reflect the provisions of the Educational Welfare Guidelines, any relevant legal requirements and Articles of Management, where appropriate.

The grounds for suspension

Suspension shall be a proportionate response to the behaviour that is causing concern. Normally the school shall have tried other interventions before suspension, and school staff will have reviewed the reasons why these have not worked.

The decision to suspend a student requires serious grounds such as that:

The student's behaviour has had a serious detrimental effect on the education of other students.

The student's continued presence in the school at this time constitutes a threat to safety.

The student is responsible for serious damage to property.

A single incident of serious misconduct may be grounds for suspension.

Suspension as a sanction

Suspension is a serious sanction that will only be imposed where other efforts to resolve disciplinary situations have failed or where the nature of the incident dictates that the student be removed immediately from the school.

Circumstances in which suspension will be considered include:

Repeated incidents of indiscipline in spite of warnings and counselling by staff.

Failure to recognise and submit to the legitimate authority of the school.

Behaviour which is considered to interfere with the right to learn of other students.

Particularly serious incidents which endanger the welfare of others or themselves

Suspension as part of a behaviour management plan.

Suspension in the Holy Child is part of an agreed plan to address the student's behaviour. The suspension:

Enables the school to set behavioural goals with the student and their parents.

Gives school staff an opportunity to plan other interventions.

Impresses on a student and their parents the seriousness of the behaviour.

Sets down certain conditions for the student before he/she returns to class.

A suspended student and his/her parent/ guardian must meet the Principal, the Deputy Principal or the House-head and teacher(s) before returning to school/ relevant class.

The school shall ask the parents' to offer every support to the school in helping the student to modify his/her behaviour on returning to school.

When suspension has been for an offence in class, a returning student will be accompanied by the Principal, the Deputy Principal or the House-head before being accepted back to that class and if necessary a note, signed by student and parent, for relevant teacher.

V. Forms of Suspension

Immediate Suspension

In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person.

The sanction shall be a proportionate response to the behaviour. The sanction should be treated like any other suspension, and the principles and fair procedures governing suspensions should be applied. Circumstances in which immediate suspension include:

Verbally abusing a member of staff

Physical threats or violence towards a member of staff.

Harassment of a member of staff.

Physical abuse to other students

Procedures in relation to 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 or others, a preliminary investigation shall be conducted to establish the case for the imposition of the suspension. The formal investigation shall immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, shall be open-ended.

In the case of an immediate suspension, parents shall be notified, and arrangements made with them for the student to be collected. The school shall have regard to its duty of care for the student. In no circumstances shall a student be sent home from school without first notifying parents.

The period of suspension

The maximum period of suspension which may be imposed by the Principal without referring the case to the Board of Management is three days and in exceptional circumstances where the Principal considers that a period longer than three days is required, he/she may suspend a student for five with the approval of the Chairperson of the Board of Management, where the Board of Management cannot convene in a timely fashion.

The Board of Management shall periodically review all suspensions and, especially, shall itself decide on any proposal to suspend a student where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act, 1998.

Suspension during a state examination

This sanction may be delegated to the Principal and should only be used where there is:

A threat to good order in the conduct of the examination

A threat to the safety of other students and personnel

A threat to the right of other students to do their examination in a calm atmosphere.

VII Appeals

Local appeal

The Board of Management shall offer an opportunity to appeal a Principal's decision to suspend a student.

Section 29 appeal

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

At the time when parents are being formally notified of such a suspension, they and the student shall be told about their right to appeal to the Secretary General of the Department of Education and Science and shall be given information about how to appeal.

VIII. Implementing the suspension

Written notification

The Principal shall notify the parents and the student in writing of the decision to suspend. The letter should confirm:

The period of the suspension and the dates on which the suspension will begin and end

The reason for the suspension

The arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the Code of Behaviour)

The provision for an appeal to the Board of Management and the procedures for that appeal

The right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998.

Grounds for removing a suspension

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998.

After the suspension ends

A period of suspension shall end on the date given in the letter of notification to the parents about the suspension.

Re-integrating the students

The school shall do all it can to help the students to take responsibility for catching up on work missed. When any sanction, including suspension, is completed, a student shall 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 shall expect the same behaviour of this student as of all other students.

Records and Reports

Formal written records shall be kept of:

The investigation (including notes of all interviews held)

The decision making process

The decision and the rationale for the decision

The duration of the suspension and any conditions attached to the suspension

Report to the Board of Management

The Principal shall report all suspensions to the Board of Management, with the reason for and the duration of each suspension.

Report to National Education Welfare Board

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

Review of use of suspension

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

Expulsion

Policy Aim

This policy has been prepared for approval by the Board of Management following consultation and discussion with the representatives of parents, teachers and students while complying with the provisions of Section of the *Education Welfare Act 2000*. This Policy is in line with the Educational Welfare Guidelines.

The aim of this policy is to put in place a mutually agreed and clearly understood set of procedures for dealing with serious incidents of misbehaviour and have the effect of undermining good order and discipline in the school.

A student is expelled from school when the Board of Management makes a decision to permanently exclude him/her from the school.

Implementation and Review

Following the implementation of this policy by the Board of Management copies will be distributed to parents with the next set of materials being sent from the school. Thereafter the policy will be included in the School Policy Booklet which is given to every student at the start of each year. The school will hold a number of assemblies at the beginning of each school year to remind students of their obligations under the terms of each policy. Students will be expected to sign a Declaration of Compliance with the policies and they will be advised to bring the policy booklet home for their parents to read. Students who for any reason are not present at any or all of these assemblies or who do not sign the policy declaration are nonetheless bound by all school policies. Attendance at school is an implied acceptance of all of the rules and policies of the school.

Authority to Expel

The Board of Management of the Holy Community School has the authority to expel a student. This authority is reserved to the Board of Management and is not delegated.

The Grounds for Expulsion:

Expulsion is proportionate response to the student's behaviour. Expulsion of a student is a very serious step, and shall only be taken by taken by the Board of Management in extreme cases of unacceptable behaviour. The school shall take significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

Meeting with parents and the student to try to find ways of helping the student to change their behaviour.

Making sure that the students understand the possible consequences of their behaviour, if it shall persist.

Ensuring that all other possible options have been tried.

Seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Service, the National Behaviour Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

Grounds for Expulsion include:

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

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 the safety.

The student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. (Please refer to Suspension Policy).

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, the school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a student shall be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

A serious threat of violence against another student or member of staff

Actual violence or physical assault

Supplying illegal drugs to other students in the school

Sexual assault

Determining the appropriateness of expelling a student

Given the seriousness of expulsion as a sanction the Board of Management shall undertake a very detailed review of a range of factors in deciding whether to expel a student.

Procedures in respect of Expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the *Education (Welfare) Act 2000*, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following procedural steps will include:

A detailed investigation carried out under the direction of the Principal.

A recommendation to the Board of Management by the Principal.

Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.

Board of Management deliberations and actions following the hearing.

Consultations arranged by the Educational Welfare Officer.

Confirmation of the decision to expel

It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meeting and a fair and reasonable time to prepare for a Board hearing.

The Process:

Step 1: A detailed investigation carried out under the direction of the Principal. In investigating an allegation, in line with fair procedures, the Principal shall:

Inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion

Give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed

Parents shall be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. This ensures that parents are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Parents and the student shall have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the student and their parents shall be essential.

It shall provide the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts.

It shall also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour.

If a student and their parents fail to attend a meeting, the Principal shall write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to parents and their response.

Step 2: A Recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal shall make a recommendation to the Board of Management for expulsion. The Principal shall: Inform the parents and the student that the Board of Management is being asked to consider expulsion.

Ensure that parents have: all relevant records: the allegation(s) against the student; the matters investigated by the Principal; and written notice of the grounds on which the Board of Management is being asked to consider expulsion

Provide the Board of Management with the same comprehensive records as are given to parents.

Notify the parents of the date of the hearing by the Board of Management and invite them to that hearing.

Advise the parents that they may make a written and oral submission to the Board of Management.

Step 3: Consideration by the Board of Management of the Principal's recommendation: and the holding of a hearing

Consistent with its obligation to give parents sufficient notice of a hearing, the Board shall hold a meeting to consider the Principal's recommendation as soon as is feasible. Its first duty at this meeting is to review the Principal's investigation and satisfy itself that the investigation was properly conducted according to fair procedures. The Board shall also undertake its own review of all documentation and the circumstances of the case. It shall ensure that no party who has any involvement with the circumstances of the case is party to the Board's deliberations.

Where the Board of Management decides that the initial investigation was conducted by fair and proper procedures it shall hold a hearing. In the normal event, this hearing will be held immediately after (that is, for instance, on the same evening as) the meeting referred to in the previous paragraph. The Board meeting for the purpose of the hearing shall be properly conducted in accordance with the Board procedures.

At the hearing, the Principal and the parents, or a student aged eighteen years or over, shall put their case to the Board in each other's presence. Each party shall be allowed to question the evidence of the other party. The meeting shall also be an opportunity for parents to make their case for imposing a sanction less onerous than expulsion. In the conduct of the hearing, the Board shall take special care to ensure that it is impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board shall facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Principal and parents shall withdraw and not be present while the Board deliberates and makes its decision.

Step 4: Board of Management deliberations and actions following the hearing

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student shall be expelled, the Board shall notify the Education Welfare Officer in writing of its opinion, and the reason for this opinion. (*Education (Welfare) Act 2000, s24 (1)*). The Board of Management shall refer to National Educational Welfare Board reporting procedures for proposed expulsion.

The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (*Education (Welfare) Act 2000, s24 (1)*).

An appeal against an expulsion under section 29 of the *Education Act 1998* will automatically succeed if it is shown that the Education Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Education Welfare Officer to the implementation of the expulsion (*Education (Miscellaneous Provisions) Act 2007, s4A*).

The Board shall inform the parents in writing about its conclusion and the next steps in the process. Where expulsion is proposed, the parents shall be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultation arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student shall be expelled, the Educational Welfare Officer must:

Make all reasonable efforts to hold individual consultation with the Principal, the parents and the student, and anyone else who may be of assistance

Convene a meeting of those parties who agree to attend (*Education (Welfare) Act 2000, section24*).

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation shall focus on alternative education possibilities.

In the interests of the educational welfare of the students, those concerned shall come together with the Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, the Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (*Education(Welfare) Act 2000,s24(5)*) during this time.

Suspension shall only be considered where there is likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the twenty day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student shall be expelled, the Board of Management shall formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents shall be notified immediately that the expulsion will now proceed. Parents and the student shall be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record shall be made of the decision to expel the student.

Appeals

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

The Appeals Process

The appeals process under section 29 of the *Education Act 1998* begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirement for documentation, and the steps in the process, refer to current DES guidance.

Review of use of Expulsion

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

KEY REQUIREMENTS: EXPULSION

Applying the Guidelines means:

Having a policy on, and procedures for, expulsion that are approved by the Board of Management, and in line with these Guidelines, and with any additional requirements set down by the Patron

Ensuring the policy is widely communicated

Developing and documenting good practice in the use of expulsion

Having fair procedures for investigation and decision making

Having procedures for informing parents and students about their right to appeal

Having a system for regular review by the Board of Management of the use of expulsion in the school.

Adopted by the Board of Management 24th February 2010

Anti-Bullying Policy Procedures

1. . In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Holy Child Community School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

(a) A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) Implementation of education and prevention strategies (including awareness raising measures) that-

- build empathy, respect and resilience in pupils
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school’s code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Examples of bullying behaviours – this list is non exhaustive

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
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	<ul style="list-style-type: none"> • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
Cyber	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person’s sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner

	<ul style="list-style-type: none"> • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away • “Bitching” • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The “look”
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Sample Education and prevention strategies

<p>School-wide approach</p> <ul style="list-style-type: none"> • A school-wide approach to the fostering of respect for all members of the school community. • The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour. • The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense
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of self-worth through formal and informal interactions.

- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Anti-bully or Niggle box?
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. GLEN www.glen.ie, BeLonGTo www.belongto.org

Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE.
 - Continuous Professional Development for staff in delivering these programmes.
 - School wide delivery of lessons on bullying from evidence based programmes, e.g. Cool School Lessons, #UP2US,
 - School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise, **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack)**Diversity and Interculturalism**.
 - Delivery of the Garda SPHE Programmes at and post- primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
 - The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
 - The school will implement the advice in "Sexual Orientation advice for schools" (
- Links to other policies**
- Li school policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

The Relevant Teachers in this school are:

- Principal
- Deputy Principal
- Year Heads
- Care Team Personnel
- Guidance counsellor
- Chaplain
- Tutors

Any teacher may act as a relevant teacher if circumstances warrant it.

Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Pupils.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions

taken and any discussions with those involved regarding same

- The relevant teacher must inform the principal of all incidents being investigated.

Informal-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby;

[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation

- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Buddy / Peer mentoring system
 - Tutor/Year head system
 - Care team / Student Support Team
 - Group work such as circle time
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on January 2018.

11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____

Attendance Policy

The Legislative Context

Government policy dictates that all children must attend school from age six years until reaching the age of sixteen or have achieved a minimum of three years post-primary education (whichever is the later). Thereafter all children have a right to attend school until they have reached the age of eighteen or have achieved Leaving Certificate standard. It is a stated Government objective that 85% to 90% of all children will be retained in the education system until Leaving Certificate level.

It is the primary responsibility of parents to ensure that their children are properly registered in a recognised school of their choice. It is the responsibility of school management to facilitate parents in meeting this obligation. The school is obliged to support parents by adopting and implementing a School Attendance Policy.

The requirement for a School Attendance Policy arises especially from the Education Welfare Act of 2000.

The Attendance Policy of Holy Child Community School must be viewed in light of the legislative context described above and our Mission Statement quoted below.

The Holy Child Community School welcomes students with diverse abilities and talents. In keeping with our Christian ethos, we seek to recognise and develop these varied gifts and to promote in our students a sense of self confidence, tolerance and respect for others.

We foster learning within a secure and happy environment, so that our pupils may mature to their fullest potential, socially, physically and academically.

We see parents as being essential partners in this process and look to them for support and reinforcement. Our school structures, curriculum and special events are all designed to reinforce these values and this vision.

General

It is self-evident that in order for our school to achieve the objectives outlined in our mission statement and fulfil the various requirements of relevant legislation, then the fullest possible attendance is required from each and every student.

Students: For students the fullest possible attendance will enable them to develop academically, physically and socially. It is essential training for life after school in the world of work, third level or further education

Teachers: A full attendance enables teachers to achieve the best possible academic performance from each student in their class. A poor or erratic attendance places unnecessary pressures on all concerned. The dynamic of a well attended and committed class is an important source of professional satisfaction for teachers.

Management: It is an important function of the BOM to be aware of and monitor levels of attendance in the school. Under the Education Welfare Act 2000, the BOM must, in conjunction with the Principal, teachers and parents, prepare and submit to the NEWB a statement of the strategies and measures it proposes for encouraging regular attendance at school

Parents: Parents are aware that by engaging with the school in achieving the best possible attendance from their children they will maximise the educational opportunities of those children. They afford them the opportunity of a long and fruitful participation in education with enhanced career prospects at the end of it. The extensive programme of extra-curricular activities provided in the Holy Child Community School also helps each student to become a more rounded and confident member of society.

Parents are obliged to send their children to “a recognised school each and every day” and “where a child is absent from school during part of a school day or for a school day or more than a school day the parents must

notify the principal of the reasons for the child's absence" A child in this context is defined as a person aged six to sixteen years.

In HCCS communication of absences is usually done through the student journal. Parents may also choose to write a separate note. Phone calls are not regarded as an acceptable form of communication in this regard.

The school communicates the absence of a student through same-day texting.

For prolonged absences due to illness, the school requires a medical certificate.

Parents are asked to provide phone numbers including an emergency number so that effective communication of absences can take place.

Parents are informed that the EWO will be informed where a child's aggregate absence is 20 days or more.

At the end of the school year the school, must submit a report to the Parents' Association and the EWO on the levels of attendance in the school during that year.

Community: The wider community recognises that a school where students attend and participate to the fullest extent is a great asset to the local area. The greater the attendance among students and the longer they are retained in the school then the better it is for both students and local community alike. A school where good attendance is both expected and achieved enhances the image of that school and the community in which it is situated.

Attendance Strategy of HCCS

To achieve the fullest possible attendance the Holy Child Community School does the following:

Monitoring: Under Section 20 of the Education Welfare Act 2000 a school must establish and maintain a register of all students attending the school.

Section 21 obliges schools to "maintain a record of attendance or non-attendance on each school day of each student registered at the school. Where a student fails to attend the reasons for such failure should be recorded. These records must be maintained in a form acceptable to the NEWB."

Registration: In HCCS registration takes place each morning at 8.45 am using the e-portal system. Between 8.45 and 9.35 late-comers must sign in at the front hall and are added to the school attendance for that day. After 9.35 latecomers sign in at the main school office and added to the school attendance. Failure to sign is a very serious breach of the School Code of Conduct. Students must take responsibility for signing in at all times. Before the 10.55 break the Deputy Principal is given a list of absentees. This is checked and amended before a text is sent to the parents of each absent pupil. Same-day-texting is therefore a key component of our efforts to monitor and improve attendance.

Afternoon Lates: Senior students are expected to return to school punctually after lunch. Afternoon registration takes place in the first class after lunch. Students arriving back late will be sent to the office by the class teacher to sign in. Students with a recurring pattern of afternoon lates may have their privileges withdrawn.

Signing Out and In: A Sign-Out Book is used where students have to leave the school due to illness, for appointments or other reasons. Permission to sign out can only be given by a Year Head, the Deputy Principal or Principal. Parents or guardians will be contacted before students are allowed home. Where such students return to school on the same day, this is also recorded in the Sign-Out Book.

Notes: Notes for absences are recorded using the e-portal system and medical certificates are kept in the student's file. Notices of suspension are also kept in the student's file.

The Deputy Principal works with the Year Heads, teachers and Office Staff to ensure the accuracy of the school register and the recording of attendance and absences.

In HCCS the monitoring of attendance is the responsibility of every teacher in the school. Each teacher is provided with a register of his/her classes with an obligation to record attendance at the beginning of each class

session. This is done using e-portal. It is recommended that a written register be also kept. Where class registration uncovers unauthorised absence from class by a student who is present in the school that day but has absented themselves for one class or more, this is followed up by the appropriate Year Head.

Each Year Head is given a list each day of all absentees in his/her year group

Students who have been absent must bring in a note signed by parent or guardian on return to school.

Christmas and summer reports contain the aggregate number of absences for each student.

Attendance Strategy Statement and Follow-up

Good Attendance: Good attendance is rewarded at regular intervals. Each term a raffle is held with prizes of phone credit for those with perfect or near-perfect attendance. Post cards are sent home for those whose attendance are good or has significantly improved.

Subject Teachers: Teachers take a class register using the e-portal system. Teachers will inform the relevant year head of a pattern of absences and any concerns they have about student attendance.

Year Head: The Year Head, supported by a team of tutors, is responsible for monitoring patterns of attendance and punctuality. The Year Head supports the tutors in ensuring that all absences are explained by a note from parents. Where a pupil is identified as having a pattern of poor attendance this is followed up in the first instance by the Year Head by interviewing the student concerned and contacting home. In some instances the Year Head may feel that referral to a member of the Care Team is necessary to improve attendance.

Care Team: A Care Team meeting is held for each year group every three weeks. The issue of poor attendance is raised there. In attendance at that meeting are: Year Head, HSCL Co-ordinator, Deputy Principal, Chaplain, SCP Representative, Guidance Counsellor. One or more of the Care Team will be asked to intervene in cases of poor attendance.

The Admin Staff: Students arriving late must report to the school office where they are issued with a late stamp. They are then added to the school attendance for the day. Students leaving the school must sign out at the office with the time and a note from the Year Head.

NEWB: In relation to Education Welfare Officers, schools are obliged to give “all such assistance as may reasonably be required by an Education Welfare Officer in the performance of his/her functions.”

Section 21(4) of the Education Welfare Act 2000 obliges the Principal of a school to inform the EWO by notice in writing where:

- A student is suspended for a period of not less than six days
- The aggregate number of school days on which a student is absent exceeds 20
- a student’s name is removed from the register
- a student, in the opinion of the Principal, is not attending regularly.

In HCCS when a student misses 20 days or more in the school year the matter is referred to the local EWO. As a matter of course the EWO will have monthly meetings with the Deputy Principal to follow-up on students with poor attendance records and, in particular, those who have missed 20 days or more. The NEWB receives quarterly reports from the school with details of those students who have missed more than 20 days. The absences are categorised under various headings such as illness, urgent family reasons and so on.

At the end of the school year the school must submit a report to the EWO.

HSE: In extreme cases it may be necessary to refer the matter to the HSE where there are suspicions of collusion between parent and child not to attend school.

Factors leading to poor attendance

Behavioural issues leading to sanctions, suspensions and exclusions can be a major contributory factor to poor attendance. Where this emerges as an issue it will be dealt with through the Care Team.

Family reasons may also be a factor and this again will be dealt with through the Care Team structure.

A poor history of attendance in primary school will usually be flagged during our transfer programme with local feeder schools and through the HSCL structure. Students and parents will be encouraged to view 2nd Level in the Holy Child Community School as a new start and such students will be monitored very closely. Students who enrol but fail to attend in September are notified to the EWO. The support of the local EWO will be enlisted in these cases. Again, monitoring will take place within the Care Team structure.

Under-achievement or lack of academic success may lead to a fall off in attendance. This is followed up through the Year Head and Care Team structures.

Bullying may also be a factor and bullying incidents will be dealt with in accordance with school policy.

Attendance figures will be produced five times a year at (1) autumn mid-term, (2) Christmas, (3) spring mid-term, (4) Easter and (5) summer. and targets for improvement will be set.

Where poor attendance persists it may be necessary to draw up an Attendance Contract for such students.

Strategies to Promote Student Participation and Good Attendance

Good attendance is achieved when students feel happy, secure and part of the school community. We aim to achieve this in the following ways:

Relevant curriculum

Suitable teaching methodologies

Co-curricular and extra-curricular activities

Pastoral care

Care Team structure

Schools completion activities

Rewards and prizes for good attendance

Positive reinforcement at Award Ceremonies both academic and endeavour

Substance Abuse Policy

The School Ethos:

This school is a health promoting school. We care for the welfare and protection of the whole school community, which includes students and staff. Respect for self, others and the environment is a basic principal underpinning and informing all the work we do in Holy Child Community School and is central to this policy document.

The School Position:

It has been agreed that a **Drug** is a substance, which changes the way the body functions mentally, physically and emotionally. Alcohol and tobacco are included in this definition. The school is committed to addressing the needs of the whole school in relation to drugs. We believe that teachers, parents, Board of Management, students and other relevant personnel need to work together and that co-operation is essential to the acceptance and implementation of the policy. The possession, use or supply of drugs in the school, or on school trips or in non-school time by any member of the school community is not acceptable. The only exception is for legitimate medicinal use and the school has been informed.

This policy is focused on **Four** key areas:

- (a) **Drug Education Programmes**
- (b) **Managing Drugs Related Incidents**
- (c) **Training and Staff Development**
- (d) **Monitoring, Review and Evaluation**

(a) Alcohol, Tobacco and Drug Education Programmes

The Principal is responsible for providing a comprehensive programme on alcohol, tobacco and illegal drugs. The teachers of SPHE, CSPE, RE, Science, and Home Economics will assist in the delivery of the programme. The Home School Community Liaison teacher is responsible for providing programmes for parents. The Principal, in consultation with the wider community, will set up a drug policy working group to monitor and review all issues relating to the school's drug policy.

Our educational **aims** in relation to **drug education are:**

- To increase the self-esteem and confidence of young people
- To equip young people with personal and social skills
- To enable young people to make informed, healthy and responsible choices
- To provide honest and age appropriate information on drugs
- To minimise the harm caused by drug use by offering supportive interventions

(b) Managing Drug Related Incidents

- (i) All incidents involving the use of drugs will be investigated immediately. Disciplinary procedures will be followed if school rules are broken and expulsion may be an option. Procedures are in place to handle specific drug incidents.

The following are possible examples of drug incidents:

- Emergencies when the person may be unconscious
- Intoxication/uncharacteristic behaviour
- Suspicion/rumour of drug use, possession or dealing
- Disclosure by another person
- Possession of a legal/illegal drug on the school premises or on a school related activity
- Selling/supplying legal/illegal drugs
- Person seeking help from another member of staff
- School grounds being used for drug activity

- Drug paraphernalia found on school property
 - (ii) In all cases where there is no immediate danger to the young person/s, time will be taken to assess the situation before responding. **A written report will be completed on all incidents involving alcohol, tobacco and drugs.**
 - (iii) The Principal and person/s directly involved in the case will be informed and all written documentation will be held confidentially by the Principal.
 - (iv) Parents will be informed and involved. The Guidance Department will offer support and information as required.
 - (v) If the person has a serious drug problem then referral to an appropriate service will be recommended.
 - (vi) The Juvenile Liaison Officer (JLO) of the Gardaí will be contacted by the Principal or a designated person in the event of a confirmed illegal drug incident and any illegal drugs found on the premises will be dealt with by the JLO.
 - (vii) **Disciplinary Procedures**
Drug incidents are complex and in situations where the school rules regarding drugs are broken, the sanctions and punishments will be implemented depending on the nature and severity of the offence. These will be consistent with school rules regarding other breaches of conduct. See Code of Conduct.
 - (viii) **Confidentiality**
While teachers cannot offer total confidentiality to a young person who discloses drug involvement, information must remain private and only disclosed on a strict ‘need to know’ basis. The young person will be informed about what is happening and why.
 - (ix) **Media**
The Principal or a nominated spokesperson will handle all media queries. The school will not comment on individual cases but may refer to the school policy and the procedures in place to manage any drug-related incident.
 - (ix) **Drugs Testing**
In cases where there is strong evidence to suggest drug misuse which is denied by the student, the school may insist that a drugs test is carried out and the results made available to the school.

(c) **Training and Staff Development**

Provision will be made as follows for:

Staff

- The school will facilitate training for staff involved in delivering Social, Personal and Health Education Programmes.
- Staff will be offered appropriate information and awareness training.
- First-aid training will be made available to key staff.

Parents and Board of Management

- The school will provide opportunities to attend information evenings and workshops in relation to drugs and the school policy.

Students

- Holy Child Community School will offer all its students drug education programmes within the context of their SPHE and other relevant classes.

(d) **Monitoring of the Policy**

The Principal, assisted by the drug policy working group, will regularly monitor and update aspects of the policy on the three areas of:

- Drug Education Programmes
- Managing Drug Related Incidents
- Parent, Staffing and Management Training

Review of the Policy

The policy will be reviewed annually, or in the light of changing information, by the drug policy working group.

Evaluation

Teachers, parents, students, Board of Management and other relevant groups will be involved in the evaluation of this policy when it has been in place for one year and any amendments will be incorporated into the policy.

Three main areas of the policy to be evaluated are:

- Drug Education Programmes
- Managing Drug Related Incidents
- Parents, Staff and Management Training and courses offered to the school community.

Dissemination of Policy

Copies of the policy will be disseminated from the main school office. All new staff and parents of new students will be given a copy of the policy as part of their induction to the school. Students will be introduced to the policy as part of their drugs education within the context of the Social, Personal and Health Education Programme.

Internet Usage

Acceptable Use Policy

The aim of the Acceptable Use Policy is to ensure that pupils will benefit from learning opportunities offered by the school's Internet resources in a safe and effective manner. Internet use and access is considered a school resource and privilege. Therefore, if the school AUP is not adhered to this privilege will be withdrawn and appropriate sanctions – as outlined in the AUP – will be imposed.

It is envisaged that school and parent representatives will revise the AUP annually. Before signing, the AUP should be read carefully to indicate that the conditions of use are accepted and understood.

School's Strategy

The school will employ a number of strategies in order to maximise learning opportunities and reduce risks associated with the Internet. These strategies are as follows:

General

- Internet sessions will always be supervised by a teacher.
- Filtering software and/or equivalent systems will be used in order to minimise the risk of exposure to inappropriate material.
- The school will regularly monitor pupils' Internet usage.
- Students and teachers will be provided with training in the area of Internet safety.
- Uploading and downloading of non-approved software will not be permitted.
- Virus protection software will be used and updated on a regular basis.
- The use of personal floppy discs or CD-ROMs in school requires a teacher's permission.
- Students will observe good 'etiquette' (ie etiquette on the Internet) at all times and will not undertake any actions that may bring the school into disrepute.

Online privacy and code of behaviour

Circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of school discipline and may result in disciplinary action. As part of such disciplinary action the Board of Management reserves the right to suspend or expel a student or students where it considers the actions to warrant such sanctions.

World Wide Web

- Students will not visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- Students will use the Internet for educational purposes only.
- Students will be familiar with copyright issues relating to online learning.
- Students will never disclose or publicise personal information.

- Students will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

Email

- Students will use approved class email accounts under supervision by or permission from a teacher.
- Students will not send or receive any material that is illegal, obscene, defamatory or that is intended to annoy or intimidate another person.
- Students will not reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.
- Students will never arrange a face-to-face meeting with someone.
- Students will note that sending and receiving email attachments is subject to permission from their teacher.

Internet Chat

- Students will only have access to chat rooms, discussion forums or other electronic communication forums that have been approved by the school.
- Chat rooms, discussion forums and other electronic communication forums will only be used for educational purposes and will always be supervised.
- Usernames will be used to avoid disclosure of identity.
- Face-to-face meetings with someone organised via Internet chat will be forbidden.

School Website

- Pupils will be given the opportunity to publish projects, artwork or school work on the World Wide Web.
- The publication of student work will be co-ordinated by a teacher.
- Pupils' work will appear in an educational context on Web pages with a copyright notice prohibiting the copying of such work without express written permission.
- Digital photographs, audio or video clips of individual students will not be published on the school website. Instead photographs, audio and video clips will focus on group activities. Video clips may be password protected.
- Personal pupil information including home address and contact details will be omitted from school web pages.
- Pupils will continue to own the copyright on any work published.

Legislation

The school will provide information on the following legislation relating to use of the Internet which teachers, students and parents should familiarise themselves with:

- Child Trafficking and Pornography Bill 1997
- 1993 Interception Act
- Video Recordings Act 1989
- The Data Protection Act 1988

Support Structures

The school will inform students and parents of key support structures and organisations that deal with illegal material of harmful use of the Internet.

Sanctions

Misuse of the Internet will result in withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.

MOBILE PHONE POLICY

(Where the words mobile phone is used in this policy this is taken to include other personal media devices and includes earphones)

RATIONALE

Mobile phones and other electronic digital devices have the potential to interrupt class learning and to violate the right to privacy of others.

While the Holy Child Community School accepts that a student may have a mobile phone, the following policy aims to maintain a safe, nurturing, learning environment where the personal dignity and rights of all the members of the school community are preserved.

Inappropriate use of mobile phones to harass an individual will be dealt with in line with the Anti-bullying Policy.

Students may use phones/personal media players in a responsible way before and after school, and during break times. If a student brings a mobile phone/ media player to school, this must be switched off and not visible outside of class time.

Students participating in school related activities (e.g. co-curricular, extra-curricular activities, school trips, tours etc.) must abide by the policies governing these activities as outlined and interpreted by the teacher(s) in charge.

The school will **NOT** accept responsibility for mobile phones that are lost, stolen or damaged on school premises.

Parent contacting students.

In order to assist the school in implementing the policy parents/guardians are asked not to contact students by mobile phone during class time. Contact with the school may be made through the school office at **01- 2855334** in the event of an emergency.

If a student is feeling unwell or needs to contact their parents/guardians, he /she should always inform his/her Tutor /Househead. Parents will be contacted by the school when necessary.

Phones used to take Electronic Images and photographs.

Photos /videos may not be taken at any time in school, without the express permission of the teacher. Circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person, is considered a serious breach of school discipline and will result in disciplinary action. As part of such disciplinary action the Board of Management reserves the right to suspend or expel a student or students where it considers the student's actions warrant such sanctions.

Sanctions

Students in contravention of this policy will have their phone, including sim card and battery, confiscated by a teacher.

In the event of a mobile phone being confiscated, a webtext will be sent home from the office to alert the parent/guardian of the situation.

It is the responsibility of the teacher who confiscates the phone to place it in an envelope with the student's name and class group and lodge it in the front office for safe keeping. The confiscation details will be recorded in the Phone Confiscation Book available in the office.

On the first confiscation the phone can be collected by a parent/ guardian **after school that day**.

On the second or subsequent occasions the mobile phone/personal Media Player can be collected by the parent / guardian after **one week**

If a student refuses to hand up a phone when first asked it will be then confiscated for **two weeks**. If refusal to hand up the phone is accompanied by aggressive or abusive behaviour to staff, then this will be dealt with under the school's Code of Conduct.

The parent/guardian may collect the phone after the designated time from the main school office. When collecting the phone, parents will acknowledge in writing receipt of return of the phone. At the end of the academic year, uncollected phones will be donated to a charity of the school's choice.

This policy was adopted by the Board of Management of the Holy Child Community School on the 9th June 2014

It is subject to periodic review.

Policy on Homework and Study

Policy Aim

In order for students to achieve their full academic potential it is accepted that homework and study are essential parts of every students academic life. It is the aim of all concerned to ensure that homework and study are done diligently and conscientiously and presented on time for teachers to correct.

The responsibility of all of those involved in achieving this aim are set out as follows:

Students

Students agree to uphold this policy by:

- Attending class every day.
- Setting aside realistic times every week for homework and study in accordance with Appendix 1.
- Having all homework and study ready to present to the teacher on the specified date.
- Being attentive at all times and by not creating distractions in class.
- Having all the necessary books and equipment for each class.
- Using the student journal as described below.

The Student Journal

It is agreed that the journal will be used by students for the following:

- To enter, at registration each day, the full list of subjects for that day
- To write up details of homework and study given by the teachers during the day
- To present to parents for initialling each day and for comments and signing each week
- To communicate and record all information regarding absences, lates, early departure etc.
- To keep up to date with school policy details of which are contained in the 1st section of the journal

Parents

Parents agree to uphold this policy by:

- Ensuring that students are sent to school every day
- Showing an interest in what they (the students) are doing at school and by supporting them in every way possible as they undertake their work
- By initialling the journal at the end of every homework/study session
- By signing the journal at the end of every week and entering comments for the tutor as appropriate
- By communicating with the school on all matters likely to affect student performance
- Attending all meetings and events, formal and informal

Teachers

Teachers agree to uphold the policy by:

- Giving homework regularly and consistently
- Developing study schemes for students in order to help them revise for examinations
- Insisting that homework is properly done and handed up on time
- Correcting homework and giving feedback to students
- Setting time aside at the end of each class to ensure homework is properly recorded in journals and that it is understood by students exactly what is expected of them
- Reporting students, on the standard form, if homework is not done or poorly done
- Regularly contacting parents to make them aware of progress or the lack of progress of students

School Management

The Principal and Deputy Principal have a responsibility to ensure that the policy on homework and study is fully understood by all concerned and that it is implemented fairly and consistently. Specific duties of the Principal, Deputy Principal and Assistant Principals are:

- To communicate details of the policy to students, parents and teachers
- Provide support for students who are experiencing difficulty in getting work done at home by providing homework and study sessions in school
- To provide a simple and effective means for teachers to report incidents of homework poorly done or not done at all.
- To provide support for teachers who are experiencing difficulties with students who are not doing or presenting homework
- To put measures in place that acknowledge excellence but also deals firmly and effectively with problems if and when they arise

Rewards:

- Certificates of Achievement, cards home, phone calls to parents, mention at assembly and in newsletters

Sanctions:

- Additional work, detention, parents involved, suspension, exclusion

Board of Management

The Board of Management agrees to review this policy from time to time and put in place whatever resources are considered necessary to support parents, students and teachers in pursuit of the objective of:

Appendix 1

Homework and Study

Parents are asked to ensure that all students devote adequate time to homework. Homework includes written work and study. There is **never** a day when a student has **no** homework. It may happen from time to time that students will have no written work, but there is **always** study to be done. The following guide shows minimum weekly levels of homework for each year group.

1st Years	-	1½ hours, 5 times a week
2nd Years	-	2 hours, 5 times a week
3rd Years	-	2½ hours, 6 times a week
5th Years	-	2½ hours, 5 times a week
6th Years	-	3 hours, 7 times a week

Healthy Eating and Drinking in School

Policy

Every student and every member of staff attending or working at Holy Child Community School is entitled to expect that the school environment is clean and healthy.

To preserve the school in this condition it is necessary to confine eating and drinking to certain areas of the school at certain times of the day. The areas and times are listed in appendix 1 of this policy.

While every effort will be made to encourage students to limit eating and drinking to the times and areas specified the school must have sanctions in place to deal with those cases in which students choose to ignore the rules or deliberately flout them.

The sanctions for those who break the rules are intentionally severe so as to discourage students from so doing. For a student who chooses to break the rule on eating and drinking a fine of €5 will be imposed immediately. Every student so fined will receive a letter to bring home to his/her parents stating that the fine must be paid before registration on the next school day and that the student will also have detention for one hour on this day.

If the fine is not paid by the end of the day and no explanation is offered by parents/guardians (who must call to the school in person) the student will receive a letter of suspension to bring home to his/her parent(s)/guardian(s). The suspension will come into force immediately and will only be lifted when the fine is paid in full.

The Deputy Principal of the school will deal with all matters relating to fines.

Chewing Gum

Because of the potential to destroy carpets, clothing and furniture a total ban on chewing gum will come into force on Monday 13th September 2004. After this date students will not be permitted to bring chewing gum inside the gates of the school.

If a student breaks this rule the fine will be €10 which must be paid before registration the next school day. The procedures for collecting this fine will be the same as those described above.

Dissemination

Students and parents will be given two copies of the policy to sign one of which will be retained in the students journal. Students will be informed at assembly of the details of this policy and newsletters to parents will contain regular reminders regarding this policy. Notices will be displayed in locker rooms and centres.

Appendix

Areas of the school where eating and drinking is permitted:

- The Canteen
- The Locker Rooms
- The Corridors
- Other rooms from time to time where the Year Head, Deputy Principal or Principal has given permission.

Times

- up to 8.50 in the morning
- between 10.55 and 11.10
- between 1.05 and 1.40
- after 3.30 in the afternoon (1.05 on Wednesday)
- other times where Househeads, Deputy Principal or Principal has given permission

This policy will be reviewed from time to time and may be changed, subject to the approval of the Board of Management.

Adopted by the Board on the 8th September 2004