

***Meánscoil na mBráithre Críostaí, Cill Chainnigh***  
**Christian Brothers Secondary School, Kilkenny.**

Phone: 056 7721402

Fax: 056 7763652

email: office@cbskilkenny.ie



**CODE OF BEHAVIOUR**  
**SCHOOL RULES AND THEIR IMPLEMENTATION May 2022**

<b>School Name:</b>	Christian Brothers Secondary School, Kilkenny
<b>School Address:</b>	James's Street, Kilkenny, R95 H985
<b>School Details:</b>	CBS Kilkenny is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.
<b>School Management:</b>	The Board of Management of CBS Kilkenny is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

## **Mission Statement**

Inspired by its founder, CBS Kilkenny aims to provide Catholic education in the Edmund Rice tradition. The school endeavours to be a caring Christian Community that promotes to the best of its ability the personal, spiritual, physical and intellectual development of its students.

## **Ethos**

As an Edmund Rice School, CBS Kilkenny seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership.

## **Contents**

Introduction.....	3
GDPR.....	3
Whole School Approach to Good Behaviour .....	3
The Student .....	3
The Teacher .....	4
Parents/Guardians .....	4
School Management and Organisation .....	5
Promoting Good Behaviour .....	6
Promoting and Affirming Good Behaviour .....	6
Relationships between Students and Staff .....	6
School Rules & Students with Special Educational Needs (SEN) .....	7
Responding to Inappropriate Behaviour .....	8
Defined Roles & Responsibilities in Addressing Inappropriate Behaviour .....	8
Bullying and Harassment.....	9
Sanctions .....	10
Nature of Sanctions.....	10
Purpose of Sanctions.....	10
Good Practice in the Use of Sanctions.....	11
Duty of Care when Applying Sanctions .....	11
Sanctions for Students with SEN.....	11
Student Behaviour outside of School.....	11
Privacy Rights and Searches.....	12
Student Bag, Pocket, etc .....	12
Student Mobile Phones, Other Devices and School gmail Account.....	12
Student Locker .....	12
SCHOOL RULES OF BEHAVIOUR .....	13
Notification of Student Absence from School .....	19
Implementing the Code of Behaviour.....	20
Communicating the Code of Behaviour .....	20
Teaching the Code of Behaviour and Building Competence.....	21
Building Relationships with Parents/Guardians .....	21
Monitoring Behaviour in School .....	22
Records .....	22

Concerns/Complaints .....	22
Approval .....	22
Bibliography .....	23

## **Introduction**

The Code of Behaviour provides the framework that governs the behaviour of students and the implementation of school rules and sanctions. Its development is in line with the Guidelines issued by the Educational Welfare Services TúsIa. In formulating the Code of Behaviour, consideration has been given to the particular needs and circumstances of CBS Secondary School Kilkenny. Account has been taken of relevant legislation, legal instruments and related school policies. This Code of Behaviour is subject to change over time and goes through a full review before being ratified by the Board of Management (BOM). All parties must familiarise themselves with the current policy which can be found on [cbskilkenny.ie](http://cbskilkenny.ie). The Code of Behaviour should be read in conjunction with other school policies, all of which are also available on [cbskilkenny.ie](http://cbskilkenny.ie).

## **GDPR**

General Data Protection Regulation came into force in May 2018, and this policy has been reviewed in accordance with best practice as detailed in this legislation (European Parliament, Council of the European Union).

Records within CBS Secondary School Kilkenny are retained in accordance with GDPR.

## **Whole School Approach to Good Behaviour**

The school partners at CBS Secondary School Kilkenny seek to promote personal dignity and safety, so that all members of the school community may work and learn together, free from harassment, bullying and/or disruption, in an environment of inclusivity, respect and diligence. In the true spirit of partnership, teamwork is encouraged and the dignity and diversity of each individual is respected and celebrated.

### **The Student**

The central purpose of the school community is the religious, moral, intellectual, physical and social education of the student. The school community seeks to create an atmosphere of Christian care and concern in which the student can grow to maturity.

The school is committed to - respecting the dignity of the student with his background, tradition and beliefs; valuing the potential of each student and encouraging the strong to support the weak; enabling the student to develop a healthy self-image and to form positive relationships with others; encouraging in the student a sense of creativity and of collaboration with others; promoting the student's appreciation of his cultural heritage; preparing the student through academic and technical training for his professional and/or vocational role in life; providing opportunities for the student to experience God in the wonder of creation, in worship and in the service of others; developing a critical sense in the student; providing a disciplined atmosphere in which the student is encouraged to grow in freedom and to take increasing responsibility for his own education and for his role as a member of the school community.

## **The Teacher**

The principal, deputy principals and teaching staff play a central role in implementing the philosophy of an ERST School.

Teachers are encouraged to embody this philosophy in their professional relationships with the students, with each other and with all members of the school community; to participate in the varied aspects of school life, religious, social, cultural and academic; to avail of suitable opportunities to further their professional and personal development; to place their professional expertise at the service of students; to cooperate with other educational agencies in developing, implementing and evaluating curricula which respond to the needs of the students and correspond to the philosophy of the school.

## **Parents/Guardians**

The primary right and obligation to educate young people belongs to their parents/guardians. In choosing an ERST school, parents/guardians subscribe to the ERST philosophy and ethos.

Parents/Guardians are encouraged to exercise their right and obligation by - giving the school their trust and cooperation; ensuring that their sons respect, obey and cooperate with the teachers; supporting the activities of school life; taking responsibility in collaboration with others in the school community for the quality of education and for the character of the school.

It is a condition of enrolment that parents/guardians accept that the Code of Behaviour that they will make all reasonable efforts to ensure compliance with it by their son.

## **School Management and Organisation**

The Edmund Rice Schools Trust (ERST), the trustees of CBS Secondary School Kilkenny, has delegated the local management of the school to the BOM that undertakes responsibility for the conduct, management and financial administration of the school in accordance with the ethos outlined by ERST, and under their general supervision and control. The BOM consists of eight persons, four nominated by the Trustees, two parents/guardians elected by the parents/guardians of the school, and two teachers elected by their colleagues. The period of office of a particular BOM is for three years.

The principal is responsible for the internal organisation, management and discipline of the school, subject to such directions as may be given from time to time by the BOM. The principal acts as Secretary to the BOM but is not a member and has no voting rights.

The deputy principals share responsibility with the principal for the internal organisation, administration and discipline of the school and act as principal when the principal is absent. Holders of posts of responsibility, from within the teaching staff, take responsibility in specific administrative, academic or pastoral areas in the school.

Individual teachers exercise full responsibility and authority in their roles, both within the classroom and outside of it, and, collectively contribute to a process of continuous review and assessment of the administrative, academic, pastoral and disciplinary needs of the school. On a voluntary basis, individual teachers act as class tutors, undertaking the attendant responsibilities towards students and parents/guardians.

Other school staff, including secretarial staff, caretakers, librarians and cleaning staff, etc, work to ensure that the school functions effectively in a happy environment for all of its members.

## **Promoting Good Behaviour**

The primary concern of the management and staff of CBS Secondary School Kilkenny is the welfare, development and progress of all students. Progress and development are advanced best in an atmosphere of cooperation and encouragement, and where there is a strong sense of community and common purpose between students, parents/guardians and staff. In such an atmosphere, students will generally be happy, and their welfare safeguarded. The great majority of students progress happily and successfully through their education at CBS Secondary School Kilkenny, and in the great majority of cases also there is a mutual and productive understanding and collaboration between school and home.

### **Promoting and Affirming Good Behaviour**

The school seeks to promote and affirm good behaviour. Affirming positive and cooperative behaviour as well as academic and sporting performance has a beneficial effect upon individuals and the school community overall. Strategies employed include:

- Giving positive feedback and praise of good behaviour to students and to their parents/guardians
- Validating positive behaviour through the use of VShare and the public address system
- Encouraging good classroom routine e.g. punctuality, having all books etc., at the start of class
- Communicating, encouraging and demanding high expectations of all students
- Fostering positive interaction with all students
- Positive referral to the relevant Year Head for good behaviour and effort
- A Student Contract setting out specific goals
- Letters of commendation sent to parents/guardians from Year Heads
- Use of one to one opportunities to affirm student's progress
- Annual Awards
- TY Awards

The school expects parents/guardians to support the school by encouraging good learning behaviour. Students also share responsibility for promoting a positive learning environment.

### **Relationships between Students and Staff**

The quality of relationships between students and staff is one of the most powerful influences on student behaviour. Such relationships are enhanced by:

- positive everyday interactions between students and staff
- recognition that staff can be a major source of support for students
- promotion of activities/events/extracurricular activities designed to enhance the quality of the relationships between students and staff.

## **School Rules & Students with Special Educational Needs (SEN)**

Class teachers and specialist personnel endeavour to ensure that standards and rules are communicated in a way that students with SEN can understand.

## Responding to Inappropriate Behaviour

A small proportion of students may experience difficulty in school or may exhibit unacceptable behaviour. As a result, they may fail to make satisfactory progress. The causes of such difficulties or behaviour may arise from a variety of sources: school, home, peer group or from emotional, psychological or physical problems. It is important that problems or difficulties be recognised as soon as possible. It is also important that there is mutual recognition and understanding of such problems and difficulties between home and school. There is a need for a sustained and systematic response involving the important adults in a student's life, both at school and at home. Through the pastoral care and student support systems, the school will make every effort to identify the cause of problems and difficulties and, by advice and individual care, will endeavour to help the student and his parents/guardians to resolve the issue.

### Defined Roles & Responsibilities in Addressing Inappropriate Behaviour

- i. The school's system of **class tutors** is an important link between the school, the student and the home. Class tutors are often in a position to first identify students of concern. It is important that there is open disclosure and mutual trust between the tutor, the student and parents/guardians.
- ii. Where the class tutor deems it necessary, he/she will have recourse to the **Year Head, deputy principals, principal** and **Guidance Counsellors**. Good discipline is vital in a school, and will obviate many problems which arise. The welfare of each individual student is the primary concern of all staff members. Usually it is necessary that all teachers are made aware of problems or particular difficulties that their students may have, but where a greater degree of confidentiality is called for, parents/guardians and students are assured of this. Many problems can be dealt with, or lessened, or controlled at this level, provided the liaison and cooperation between school and home is at a high level.
- iii. The **Student Support Team** and the **Year Head** and **Leadership Teams** made up of senior management, Year Heads, **SEN Coordinator** and teaching staff meet weekly to discuss students of concern and to seek to resolve issues. These meetings play an essential role in identifying students of concern and agreeing strategies to resolve issues.
- iv. The Guidance Counsellors' services are available to all parents/guardians and students, especially where students are experiencing difficulties. The counselling afforded can be a vital element in resolving or lessening many difficulties and problems that students have, and can help to develop a greater understanding in the student himself of his problems. In addition, when parents/guardians and students meet the Guidance Counsellors, mutual

understanding may be deepened. Where necessary, what passes between the Guidance Counsellors and student or parents/guardians is confidential, subject to the need that the principal or other staff members be informed. Where information can be shared with teachers, the Guidance Counsellors' communication is important in deepening teachers' understanding of students' problems. If it is necessary, the Guidance Counsellors will also have knowledge of, and access to, other agencies that may be helpful and will indicate to parents/guardians or students where recourse to such might be helpful. In some areas of difficulty the school's Chaplain may be a source of assistance and support.

In all cases where students have difficulties, it is the policy of CBS Secondary School Kilkenny to make every practical effort to resolve such difficulties, at least to the extent that students can continue their education in the school without seriously damaging the welfare, or hindering the progress, of other students. In the majority of cases, this is possible where the mutual understanding and cooperation of school and home is sufficient. While problems or difficulties may originate from different sources, they generally affect all areas of a student's life and can be addressed only when those two most important aspects of a student's life - home and school - work together effectively for the student's welfare.

## **Bullying and Harassment**

The BOM of the school has ratified a policy to address and prevent bullying and harassment and has sanctions that the school will impose in relation to breaches of the Antibullying Policy. This school also has guidelines that protect students and staff and other members of the school community from harassment of any kind.

## **Sanctions**

The BOM promotes a whole-school approach in the use of sanctions. This section specifies:

- The nature of sanctions
- The purpose of sanctions
- Good practice in the use of sanctions
- The school's duty of care
- Supports for students with SEN

### **Nature of Sanctions**

- Verbal reprimand
- Withdrawal of privileges
- Extra work
- Carrying out a useful task in the school
- Detention (Parents/Guardians will be informed through VShare and adequate notice is given)
- Monetary fine
- Confiscation of mobile phone and/or other device
- Student Contract with specified goals
- Removal of the student from a group/class and supervision by a staff member
- Parents/Guardians requested to collect a student from school until the issue is resolved
- Requiring a student to pay for repair/cleaning/replacement of school equipment, furniture and fittings, or the belongings of another student or member of staff
- Formal report to the BOM
- Suspension - in school or out of school
- Expulsion

### **Purpose of Sanctions**

The purpose of sanctions is to bring about a positive change in behaviour by:

- Helping students to learn that their behaviour is unacceptable
- Helping them to recognise the effect of their actions and behaviour on others
- Helping students to understand that they have choices about their own behaviour and that all choices have consequences
- Helping students to learn to take responsibility for their behaviour.

A sanction may also:

- Reinforce the boundaries set out in the Code of Behaviour
- Signal to other students and to staff that their wellbeing is protected.

## **Good Practice in the Use of Sanctions**

- Sanctions are used consistently - school management will endeavour to ensure that all members of staff know the level of sanction they are authorised to apply, and that agreed sanctions are used in a consistent way.
- Students and parents/guardians know which sanctions are used in the school.
- A student will know when they have breached the Code and that the breach warrants a sanction.
- Sanctions are proportionate to the nature and seriousness of the behaviour.
- Decisions about the use of sanctions will distinguish between minor misbehaviour and the frequency, duration and context of the behaviour.
- Sanctions are appropriate to the age and developmental stage of the student, and takes account of the cultural background of the student. Sanctions do not discriminate against vulnerable individuals or groups of students.

In instances where there are serious breaches of school standards, sanctions may be needed to:

- Promote positive behaviour
- Prevent serious disruption of teaching and learning
- Keep the student, or other students and adults, safe.

## **Duty of Care when Applying Sanctions**

CBS Kilkenny ensures that in applying a sanction, the duty of care to the student is maintained. Students will be appropriately supervised and child protection guidelines are also observed.

## **Sanctions for Students with SEN**

Teachers take particular care to help the student with SEN to understand clearly the purpose of a sanction and the reason why inappropriate behaviour is unacceptable

## **Student Behaviour outside of School**

The standards and rules contained in the Code of Behaviour apply in any situation where the student, although outside the school, is still the under the duty of care of the school. Examples include school tours, games and extracurricular activities and attendance at events organised by the school.

Should a student engage in serious misbehaviour outside school, the Code of Behaviour applies if a clear connection or link can be made with the school and/or if the incident has a demonstrable impact upon the school and its reputation. School management reserves the right to investigate and impose appropriate sanctions where there is significant evidence of student misbehaviour outside of school.

## **Privacy Rights and Searches**

Students have a right to privacy within CBS Secondary School Kilkenny, and this right is respected. However, there are some situations that overwrite a student's right to privacy.

### **Student Bag, Pocket, etc**

1. School authorities have the right to instruct a student to empty his bag, pockets, etc, if there are reasonable grounds to believe the school's policies and rules are being breached. **The student must be informed of the reason for the search.**

### **Student Mobile Phones, Other Devices and School gmail Account**

2. School authorities have the right to confiscate a student's mobile phone if it is being used when not permitted.
3. School authorities have the right to instruct a student to open his phone, other device, school gmail account, etc., if there are reasonable grounds to believe that the school's policies and rules are being breached. **The student must be informed of the reason for the search.**

### **Student Locker**

4. Students rent locker space from CBS Secondary School Kilkenny. The locker remains the property of the school at all times. The school authorities have the right to search a locker if there are reasonable grounds to believe that the school's policies and rules are being breached. **The student must be informed of the reason for the search.**

## **SCHOOL RULES OF BEHAVIOUR**

*In formulating this Code of Behaviour, consideration has been given to the particular needs and circumstances of the school and current and evolving social aspects. Account has been taken of the observations of staff, the Parents Council and the Student Council. The Code of Behaviour has been drawn up using the Educational Welfare Service Túsla Guidelines. The standards and rules contained in the Code of Behaviour apply in the school and in any situation where the student although outside the school is still the responsibility of the school (e.g. extracurricular activities). When a student engages in serious misbehaviour outside school, when not under the responsibility of the school, the Code of Behaviour applies if there is a clear connection with the school and/or a demonstrable impact on its aims and work. The Code of Behaviour provides the framework which governs the behaviour of students and the operation of school rules and sanctions and all parents/guardians are advised to familiarise themselves with it.*

- 1. The school ethos, the school atmosphere, formed and shaped by the accepted standards of behaviour and by the nature of the interaction of all those in the school, is perhaps the most important aspect of the life of a school, and is a major factor in determining the quality of education received in the school and the creation of a positive school environment. At school, a large number of people work together in a confined area. The school has a duty of care to all members of its community. Therefore, a high standard of courtesy, cooperation and regard for others is essential. The school environment is to be regarded as a protective place, and so the privacy of school staff and students must be respected.*

Students must, at all times, show courtesy and respect to one another, their teachers, other members of the school staff and visitors to the school. Students must not behave in a manner that endangers themselves or others in classrooms, on corridors, in the schoolyard, on playing fields, specialist rooms, or in any other place or venue where school related activities take place. Offensive behaviour of any kind is strictly forbidden e.g., assault of student or staff, threats of assault, bullying, inappropriate use of online teaching and learning platforms, illicit photography or recording etc. Students must not engage in disorderly, unruly or attention-seeking behaviour on/near school grounds or when away on school business (e.g. matches, trips etc). Students are required to show due respect to staff inside and outside of school.

- 2. The school wishes to promote a positive school culture that is inclusive and respectful of all. It seeks to be a place where people feel happy, build their self-esteem and have a sense of belonging. There are situations where this positive environment is threatened, for example through bullying. In seeking to promote respectful relationships across the school community, it encourages students to disclose and discuss incidents of bullying behaviour.*

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. It includes cyberbullying and identity-based bullying. In the case of cyberbullying a “one-off incident” may constitute bullying

because of its worldwide nature. Bullying includes, but is not limited to, physical aggression, intimidation, isolation or exclusion of another, name-calling, damage to property, extortion and cyber bullying. The impact of bullying behaviour (physical, social, psychological) can be so destructive for an individual/group, that school management may report the actions to the appropriate authorities if necessary.

- 3. A community's standing or reputation is the responsibility of all members of that community. Digital technology is a particularly powerful medium to connect not only to the local community but to national and global communities. The inherent potential for technology to harm the school community must be guarded against.*

The Harassment, Harmful Communications and Related Offences Act (2020) legislates in the area of inappropriate use of digital technology and more. (Government of Ireland, Harassment, Harmful Communications and Related Offences Act 2020). CBS Secondary School Kilkenny also has an ICT Acceptable Usage Policy. Any use of digital technology by students to record or transmit information (text, images, video, audio, etc) which may cause offence to others or may be illegal will be regarded as bullying and/or harassment and will be treated as such with graded sanctions up to and including suspension, expulsion and notification to relevant authorities.

Students' personal devices (including mobile phones), are not to be used on the school grounds or premises (classrooms, corridors etc) **unless authorised by a teacher**, for example during classroom activities. Each student must ensure that his devices are SWITCHED OFF. **Note: Devices in 'Silent' or 'Vibrate' mode are not considered 'off'.**

The school reserves the right to conduct its business without interference from personal devices. Where a student is found to be breaking this rule, the relevant device can be confiscated and returned after a period of seven days has lapsed and when school management is satisfied with the student's compliance and cooperation with this rule. Repeated offences will be treated with greater severity. In the event of a mobile phone being confiscated, the school will contact the parent/guardian to advise them, enabling parents/guardians to make necessary alternative arrangements.

- 4. Social media such as mobile phone apps, websites and social platforms, etc. play a significant role in many young people's lives and can be a useful means of communication. Inappropriate use of social media may constitute cyberbullying. The school has a duty of care towards students and staff.*

Any inappropriate use of social media affecting the health and safety of any member of the school community will be treated with the utmost seriousness by the principal and the Board of Management (BOM). Cyberbullying means any usage of social media/technologies that seeks to undermine, humiliate or cause damage to the professional or personal reputation of another member of the school community or the school. It will be deemed a serious breach of the Code of

Behaviour and will result in serious sanctions up to and including suspension and expulsion.

NOTE: It is against the law to photograph or make a recording in a private place without the consent of those involved and breaches may be reported to the appropriate authorities (Government of Ireland, Harassment, Harmful Communications and Related Offences Act 2020) (Government of Ireland, Non-Fatal Offences Against the Person Act, 1997). The school's premises, environs, activities and links are deemed private places for the purpose of this school rule.

5. *Regular attendance and punctuality is essential for progress at school. There must be an awareness of the responsibilities of both school and parents/guardians in this area. Parents/guardians are reminded that they should not arrange family holidays during school terms.*

Students must attend school daily for the full school term and must be on time for school. Parents/guardians must use the Absence Request feature on VSware to request/explain student absence.

Only students whose parents/guardians have satisfactorily communicated with the school are allowed to leave the school premises during the school day. Students who leave the school premises, with or without permission, are no longer under the duty of care of the school.

6. *The school endeavours as far as possible to match the curriculum to the aspirations, abilities and interests of students, but education is a collaborative process and the full and active cooperation of teachers, parents/guardians and students is essential.*

Students must work consistently to their abilities, must participate actively in class (in person and remote) and complete the work assigned to them. Students must have the books and equipment they need for their various classes. They must attend Physical Education classes, except when excused for medical reasons, and must have the proper clothing and equipment for those classes.

7. *It is the experience of schools that requiring students to wear a school uniform and be neat and tidy helps the general morale in school and helps create an environment more conducive to good order and work. The uniform gives a sense of school identity.*

The school uniform is specified on the school website, [cbskilkenny.ie](http://cbskilkenny.ie), and must be worn in school and at school-related activities, as appropriate - e.g. debates, school matches, state examinations, physical education, etc. Uniforms should be clean and in good repair. No variations or additions in style or colour are permitted. Personal adornments, jewellery, body piercing and cosmetics are not permitted. Students' hair must be neat, clean, tidy, uncoloured and unbleached and should be conventional in style. Close shaven hairstyles are not permitted. Students must be

clean-shaven unless parents/guardians inform the school of a medical reason why this is not possible, and provide medical evidence of same.

Several days during the school year are designated as non-uniform days. These are often philanthropic and raise important funds for charity, and at other times they are celebratory in nature. During these days, students are permitted to wear tracksuits, casual trousers, loose-fitting t-shirts, sports jerseys and sweatshirts only. Casual clothing on such occasions must not bear offensive, prejudicial or inflammatory slogans, images or messages.

8. *There is, rightly, great emphasis placed on the work and progress of students in academic areas in school. Equally, great importance is attached to all of the cocurricular and extracurricular areas of school life. Their place in the full and rounded education of students is very important.*

All students are expected and encouraged to fully partake in school activities such as games, competitions, debates, excursions, retreats, theatre, etc. If selected to represent the school in any activity, students are expected to make themselves available outside of school hours and to wear full school uniform, as required. In sporting activities, students must wear whatever protective equipment is required.

9. *The school promotes good and healthy lifestyles and has a policy on Substance Abuse and parents/guardians and students must familiarise themselves with it.*

Smoking, vaping, alcoholic drink or any form of substance abuse by students is forbidden at all times, in the school, in its environs and during all school activities. The use, possession and/or supply of cigarettes, e-cigarettes, alcohol or other substances of abuse by students is forbidden at all times in the school, in its environs and during all school activities. Students are strictly forbidden to enter the school premises or attend any school event while under the influence of any of the aforementioned.

10. *A school contains a large amount of furniture and equipment. Also, students bring into the school a considerable quantity of expensive property (books, clothing, equipment, bicycles etc.). It is essential that everyone respects and takes care of their own property, that of others and that of the school. The school will not take responsibility for articles lost, stolen or damaged.*

Students must respect the school property and the property of other students and staff. Students must not interfere/tamper with/damage the property of others/school property/health and safety equipment in any way.

11. *Many other individual minor school rules and procedures are necessary for the safe and orderly running of the school each day. Students are made aware of these rules and procedures. School staff in direct contact with students have authority*

*over them and teachers have the right at all times to impose disciplinary sanctions, short of suspension and expulsion. Sanctions will be applied in a fair manner and with due regard to the rights of students and parents/guardians.*

Students must follow the instructions of school staff.

12. *While every effort is made to adopt a positive approach to behaviour in the school and to encourage good behaviour by motivation, affirmation and reward, it is accepted that there is a need for sanctions to register disapproval and to seek correction of unacceptable behaviour. Parents/guardians and a supportive home environment play a crucial role in shaping the attitudes which produce good behaviour in schools. Schools need the active support and involvement of parents/guardians and in turn, parents/guardians must cooperate with the school by encouraging their children to abide by the school rules and by supporting the teaching staff in the application of the rules and sanctions.*

Sanctions for breaches of school rules and discipline will be applied in a graded and a progressive way that differentiates between minor breaches and more serious, continuous, or repeated breaches. Sanctions may include: verbal reprimand, withdrawal of privileges, extra work, carrying out a useful task in the school, detention, a fine, a Student Contract with specified goals, removal of the student from a group/class and supervised by a staff member, parents/guardians requested to collect a student from school until the issue is resolved, requiring a student to pay for repair/cleaning/replacement of school equipment, furniture and fittings, or the belongings of another student or member of staff, formal report to the BOM, suspension - in school or out of school, expulsion

The particular sanctions to be applied for different breaches of discipline or rules may be determined or varied from time to time by the school authorities to take account of particular, individual, or changed circumstances.

13. *Suspension and expulsion are the most serious sanctions and are imposed only for serious misconduct or persistent misbehaviour, serious disruption of teachers' and students' work, etc. In the case of either of these sanctions, parents/guardians will always be informed. Students and parents/guardians have the right to a fair and impartial hearing in accordance with natural justice, their statutory and constitutional rights and the Suspension and Expulsion Policy of the school.*

The principal may suspend students for limited periods and the suspension will be reported to the BOM. The BOM alone may expel a student. Students are not permitted to be on the school premises or partake in school activities while serving a suspension. While serving a suspension, students must engage with online teaching and learning platforms, as required.

*14. Signing up to CBS Secondary School Kilkenny Code of Behaviour.*

It is a condition of acceptance of a place in the school that parents/guardians and students undertake to cooperate fully with the school under the terms of the Code of Behaviour and that actions or behaviour that are subversive to the aims and work of the school, or damaging and contrary to the common good of students, may result in loss of a place. Each student renews his application for enrolment before the beginning of each school year and accepts the Code of Behaviour. It is an explicit condition of acceptance that if a matter of dispute should arise between parents/guardians/students and the school, the agreed procedures for complaints and appeals to the BOM will be followed before recourse to a court of law and without prejudice to the rights of parents/guardians/students.

## **Notification of Student Absence from School**

- Parents/guardians must inform the school using the VSware app of a student's absence from school for a day or for part of a school day - notice should be provided in advance, if practicable.
- Detailed information must be given to the school about the reasons for absence for prolonged periods or as may be deemed necessary by the school. A doctor's certificate may need to be provided.
- Any teacher may contact a parent/guardian about a student's absence from school. It remains the responsibility of the Year Head to monitor student absences and to contact parents/guardians.
- The school authorities are obliged to inform the Educational Welfare Service Túsla of those students who are absent from school for twenty days or more in any school year and who have not reached the age of 16 years, or have not completed 3 years of post-primary education, whichever occurs later should be reported.

## **Implementing the Code of Behaviour**

### **Communicating the Code of Behaviour**

- a. A copy of the school's Code of Behaviour is provided for parents/guardians before the registration of the child as a student of the school. It is a condition of registration that the parents/guardians accept the Code of Behaviour and that they will make all reasonable efforts to ensure compliance with the Code of Behaviour by their son. It is the responsibility of parents/guardians to ensure that their son understands and is fully familiar with all aspects with the Code of Behaviour.
- b. Parents/guardians are enabled to understand the Code of Behaviour and the school's expectations of students through an initial meeting prior to their son's entry into the school. They are also familiarised with the ongoing supports systems of the school - class tutor, Year Head etc.
- c. Communication between the home and school, with the aim of constantly monitoring the welfare, development and progress of all students, is maintained on a regular basis through the normal end-of-term reports, through parent-teacher meetings, VSware system, through the Class Tutor system, and through contact between individual teachers and parents/guardians. This communication is seen as an absolutely vital element in ensuring the normal, satisfactory progress of students through school, and in ensuring mutual understanding and collaboration between home and school. Parents/guardians are free to request an Interim Report on their son that the school will endeavour to supply. It must be emphasised that it is most important that communication be maintained on a regular basis throughout a student's life in the school.
- d. By presenting their son for readmission to the school each year it is deemed that parents/guardians have *de facto* accepted the school's Code of Behaviour.
- e. The written Code of Behaviour is made available to all members of the school community on [cbskilkenny.ie](http://cbskilkenny.ie).

## **Teaching the Code of Behaviour and Building Competence**

Good behaviour is learned behaviour. The school aims to define and teach the behaviour it expects from students. It seeks to equip students with the skills necessary to manage their own behaviour and respond appropriately to the behaviour of others. In this way, students are equipped with essential life skills while also creating the conditions for effective teaching and learning.

Opportunities for teaching these skills include:

- referring to the Code of Behaviour in class on a regular basis and regularly demonstrating those values
- clarifying students' understanding of expected behaviours
- discussing appropriate and inappropriate behaviour with students
- using the Social, Personal and Health Education (SPHE) programme and extracurricular opportunities (music, sport, drama, after-school or homework clubs) as vehicles for teaching skills for responsible behaviour and relationships
- involving students in reviewing and developing school policies, as part of school development planning.

Particular attention is paid to First Year students who are assisted in managing the transition from primary school by Cairdeas (mentoring group). Students with SEN are assisted in understanding and observing the Code of Behaviour with the assistance of Special Needs Assistants (SNAs), Special Education Teachers (SETs) and class tutors. Vulnerable students are appropriately supported.

## **Building Relationships with Parents/Guardians**

Parental understanding and support for the implementation of the Code of Behaviour is strengthened through:

- introductory meeting with parents/guardians - outlining the Code of Behaviour, school standards, expectations.
- encouraging parents/guardians to share information that might affect a student's behaviour in school.
- early warning system of VSware to alert parents/guardians to concerns about student's behaviour
- parents/guardians are encouraged to contact class teacher, class tutor, Year Head, Guidance Counsellor, as appropriate.
- the Parents Council organises guest speakers on behavioural matters and aspects of child and adolescent behaviour.
- the Parents Council assist the school in developing and reviewing policies.

## **Monitoring Behaviour in School**

The school recognises the importance of monitoring and recording behaviour in the school. Year Heads have overall responsibility for each year group. VShare and Year Head files are used to record information. Weekly Year Head meetings are held to monitor both individual behaviour and behaviour trends in general. Weekly Student Support Team meetings are held to identify and support students of concern. Interim Reports are completed as deemed necessary by Year Heads in order to get an overall picture of a student's behaviour.

## **Records**

Year Heads maintain a very comprehensive record of each individual student. It includes a record of the student's actions and the interventions aimed at helping the student to correct unacceptable behaviour. Positive responses by a student and evidence of changed behaviour as well as sanctions and the reason for the sanctions are recorded. A record is also kept of contact with parents/guardians and/or referral to other agencies.

## **Concerns/Complaints**

Teachers, parents, guardians and students are closely involved in the formulation and ratification of this Code of Behaviour that changes to meet the needs of the school community. Where a member of the school community has a concern or grievance, they have the right to bring it to the attention of the school authorities: BOM, principal, deputy principals, Year Heads.

## **Approval**

This policy has been approved by CBS Kilkenny Board of Management.

Signed: \_\_\_\_\_  
Chairperson, Board of Management

Date: \_\_\_\_\_

## **Bibliography**

European Parliament, Council of the European Union. “GDPR Information.” May 2018.

*GDPR Information*. <<https://gdpr-info.eu/>>.

Government of Ireland, Harassment, Harmful Communications and Related Offences Act 2020. “Harassment, Harmful Communications and Related Offences Act 2020.”

2020. *Irish Statute Book*.

<<http://www.irishstatutebook.ie/eli/2020/act/32/enacted/en/print.html>>.

Government of Ireland, Non-Fatal Offences Against the Person Act, 1997. “Non-Fatal Offences Against the Person Act, 1997.” 1997. *Irish Statute Book*. 2 October

2021. <<http://www.irishstatutebook.ie/eli/1997/act/26/enacted/en/html>>.