

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 IMPLEMENTATION January 2018

School Name:	Christian Brothers Secondary School, Kilkenny
School Address:	James's Street, Kilkenny
School Details:	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.
School Management:	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 which 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.

Introduction

This Code of Behaviour has been developed following an audit and review of the existing Code of Behaviour in CBS Kilkenny. Its development has been in line with the Guidelines issued by the Educational Welfare Services Túsła (formerly the National Education Welfare Board). In formulating the Code, consideration has been given to the particular needs and circumstances of the school. Account has been taken of the relevant legislation, legal instruments and related school policies including Anti-Bullying, Harassment, Sexual Harassment, Substance Abuse and Child Protection policies. The Code of Behaviour Review Group which has been responsible for drafting this Code was representative of the school community and has consulted with parents, guardians, teachers, students and other staff within the school. The Code provides the framework which governs the behaviour of students and the operation of school rules and sanctions.

A Whole School Approach

The school partners seek to promote personal dignity and safety so that all members of the school community may work and learn together, free from harassment, bullying or disruption in an environment of inclusivity, respect and diligence. In a 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. This community seeks to create the 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 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 vocational role in life; providing opportunities for the student to experience God in the wonder of creation, in worship and in service of others; developing a critical sense in the student, helping him to challenge the forces that threaten human life; 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 the life of the school community.

The Teacher

The Principal and teaching staff have a central role in implementing the philosophy of the Christian Brother 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.

The Parents/Guardians

The primary right and obligation to educate young people belongs to their parents/guardians. In choosing a Christian Brothers School, parents/guardians subscribe to its philosophy.

Parents/guardians are encouraged to exercise their right and obligation by - giving the school their trust and co-operation; ensuring that their children respect, obey and co-operate with the teachers; supporting the varied 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.

Management Structure and School Organisation

The Trustees have delegated the local management of the school to a Board of Management which undertakes responsibility for the conduct, management and financial administration of the school in accordance with the ethos outlined by the Trustees, and under their general supervision and control. The Board 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 Board 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 Board of Management. The Principal acts as Secretary to the Board but is not a member and has no voting rights.

The Deputy Principal shares responsibility with the Principal for the internal organisation, administration and discipline of the school and acts as Principal when the Principal is absent. Holders of Posts of Responsibility particularly Year Heads from among 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, and share, 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 to each class, undertaking the attendant responsibilities towards students and parents/guardians. In addition other school staff, including secretarial staff, caretakers, librarians and cleaners work to ensure that the school functions effectively in a happy environment for all of its members.

Promoting Good Behaviour

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

A. STRATEGIES TO PROMOTE GOOD BEHAVIOUR

The school seeks to promote and affirm good behaviour. Strategies deployed by teachers to this end may include,

- * Giving positive feedback about good behaviour to students and their parents or guardians
- * Validating positive behaviour through the use of the diary
- * Encouraging good classroom routine e.g. punctuality, having all books etc at start of class
- * Communicating, encouraging and demanding high expectations of all students
- * Encouraging positive interaction with all students
- * Positive referral to a senior member of staff for good behaviour and effort
- * Writing rules in positive language
- * Use of effective communication methods to constantly affirm positive behaviour (e.g. notices in the diary, hallways and classrooms).

The school expects that parents/guardians support the school by encouraging good learning behaviour.

The students share responsibility for promoting a positive learning environment.

B. RELATIONSHIPS BETWEEN STUDENTS AND TEACHERS

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

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

C. THE SCHOOL RULES & STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Class Teachers and specialist personnel endeavour to ensure that standards and rules are communicated in a way that students with special educational needs will understand.

D. THE USE OF REWARD SYSTEMS

It is recognised that rewarding students' positive and co-operative behaviour as well as academic and sporting performance has an overall beneficial effect upon individuals and the school community. Such rewards may include:

- * The use of praise and reward
- * Student of the week in a class group
- * Keeping parents/guardians informed of positive behaviour
- * Recording positive comments in the students diary
- * Letters of commendation sent home
- * Use of the intercom to highlight positive achievements
- * Use of one to one opportunities to affirm student's progress
- * Annual awards night
- * TY awards night

Responding to Inappropriate Behaviour

A small proportion of students may experience difficulty in school or may exhibit unacceptable behaviour. As a result they may be at risk or may fail to make satisfactory progress. The causes of such difficulties or behaviour may arise from a variety of sources, perhaps from within the school, or from within the home, or from a student's peer group, or from emotional, psychological or physical problems. It is most important that problems or difficulties be recognised as soon as possible. It is also most 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 their lives both at school and at home. Through the pastoral care system the school will make every effort to find the cause of problems and difficulties and, by advice and individual care, will endeavour to help the student and his parents/guardians to cope.

Defined Roles & Responsibilities in Addressing Inappropriate Behaviour

i). The school's system of **Class Tutors** is the first and most important link between the school, the student and the home - and is a major resource - where there is difficulty. It is through the Class Tutor, generally, that problems which may have come to light are first confronted, and it is also through the Class Tutor that other teachers are kept informed of particular problems which students may have. It is vital that there is open disclosure and mutual trust between the Tutor, the student and the home. 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 co-operation between school and home is of a high level.

ii). Where the Class Tutor deems it necessary he/she will have recourse to the **Year Head, Deputy Principal, Principal or to the Guidance Counsellor**. The Principal and Deputy Principal have the responsibility to oversee the welfare and progress of all students, but they also exercise most important pastoral roles in the school and should not be viewed by parents/guardians or students in a supervisory or disciplinary context merely. Good discipline is vital in a school, and will, indeed, obviate many problems which might otherwise arise, but the welfare of each individual student is the primary concern of all staff members.

iii). The **Guidance Counsellor's** services are available to all parents/guardians and students and most especially where students are experiencing difficulties, for whatever reason. The professional and empathetic counselling afforded can be a vital element in resolving or lessening many difficulties and problems which students may have, and can help to develop a greater understanding in the student himself of his problems. In addition, when parents/guardians and students are seen together by the Guidance Counsellor, mutual understanding may be deepened. Where necessary, what passes between the Guidance Counsellor and students or parents/guardians is confidential, subject to the need, where required, that the Principal or other staff members be informed. Where confidentiality is not an issue the Guidance Counsellor's input is also most important in deepening understanding of students' problems or difficulties for teachers who would not be aware of them to the same degree. If it is necessary, the Guidance Counsellor will also have knowledge of, and access to, other agencies which may be helpful in particular circumstances, 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 able to be of assistance also.

In all cases where students have difficulties it is the school's policy to make every effort to resolve such difficulties, at least to the extent that students can continue their education in the school to their own benefit, and without seriously damaging the welfare, or hindering the progress, of other students; on the vast majority of occasions this is possible where the mutual understanding and co-operation 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 only be tackled beneficially 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 Board of Management of the school has a policy to prevent and address bullying and harassment. In this policy the school makes it clear that bullying is unacceptable, and has sanctions that the school will impose in relation to breaches of the school's anti-bullying policy. This school also has guidelines that protect students and staff and other members of the school community from harassment of any kind.

The Use of Sanctions

The Board of Management promotes a whole-school approach to the use of sanctions. This approach provides for:

- Clarity about the role and purpose of sanctions
- Good practice in the use of sanctions
- The school's duty of care
- Supports for students with special educational needs

The 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 them 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 well-being is protected.

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.

Good Practice in the Use of Sanctions

- Sanctions are used consistently - the 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 what 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.

Sanctions may include:

- * Verbal reprimand
- * Removal from the group (in class)
- * Withdrawal of privileges
- * Extra work
- * Carrying out a useful task in the school
- * Fines
- * Detention
- * Formal report to the Board of Management
- * Suspension - in school or out of school
- * Expulsion

The School's Duty of Care

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

Students with Special Needs

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

Applying sanctions in response to behaviour that takes place outside 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 responsibility of the school. Examples include school tours, games and extra-curricular 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.

Detention

When detention is used as a sanction, parents/guardians are informed either by telephone or through the diary and adequate notice is given.

Rules of Behaviour

In formulating this Code consideration has been given to the particular needs and circumstances of the school. Account has been taken of the observations of staff, the Parents' Council, and the Students' Council. The Code has been drawn up using the Educational Welfare Service Túsla (formerly National Education Welfare Board) 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. extra-curricular 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 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 happy school. 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, co-operation and regard for others is essential. The school environment is to be regarded as a protective place and so the privacy of teachers, workers and students must be respected. The school also has policies on Bullying, Harassment and Sexual Harassment among others.*

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 which endangers themselves or others in classrooms, on corridors, in the school yard, on playing fields, specialist rooms, or in any other place or venue where school related activities take place. Offensive behaviour - physical, psychological, verbal or written - is strictly forbidden. No form of bullying or behaviour with malicious intent will be tolerated. Isolation or rejection of students by other students will not be tolerated. Illicit photography or recording will not be tolerated. 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. In seeking to promote respectful relationships across the school community it encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment so that such bullying may come to an end.*

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 cyber-bullying and identity-based bullying. In the case of cyber-bullying a “once-off incident” may constitute bullying because of its worldwide nature. Bullying includes 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 the school community is strongly encouraged to report any such bullying so that appropriate action (which may include sanctions) can be taken to bring an end to such behaviour.

- 3. A community’s standing or reputation is the responsibility of all members of that community. ICT 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 school endeavours to protect the health and safety of all in its community.*

Any use of ICT (school or personal devices) to record or transmit (text, images, video or audio) 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 any relevant authorities.

Students’ personal devices, unless authorised by a teacher, are not to be used on school premises (classrooms, corridors or within the school building). Each student must ensure all his devices are SWITCHED OFF. Mobile phone usage is not permitted within the school or grounds. **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.

- 4. Social media such as mobile phones, chat rooms, websites and social networks such as Facebook play a significant role in many young people’s lives and can be a useful means of communication. Inappropriate use of social media may lead to what is commonly known as cyber bullying. The school has a duty of care towards its students and its staff.*

Any inappropriate use of social media impacting on 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. Cyber Bullying 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, whether considered a “joke” or not. It will be deemed a serious breach of the

School's Code of Behaviour and will attract serious sanctions up to and including suspension and expulsion (ref. Cyber Bullying Policy in Student's diary).

NOTE: It is against the law under the 1998 Offences against the Persons Act to photograph or make a recording in a private place without the consent of those involved. 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 should 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. If students are absent for any reason, e.g. illness, they must present a note of explanation immediately upon their return.

Only students whose parents or guardians have satisfactorily communicated with the school are allowed to leave the school premises during the school day with the exception of lunch time. Students who leave the school premises, with or without permission, are no longer the responsibility of the school. Students who leave the school with permission are required to sign out and sign in on their return.

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

Students must work consistently to their abilities, must participate actively in class and do whatever work is 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. A school uniform was introduced by a joint decision of the parents/guardians and the staff of the school. 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 and removes unnecessary disparity and rivalry.*

The full school uniform must be worn in school and at all school-related activities where appropriate - e.g. debates, school matches, state examinations etc. Uniforms should be clean and in good repair. No variations in style or colour are permitted. Denims, ornamented jackets and footwear (other than black / brown / navy leather

shoes) are not permitted. Personal adornments, jewellery, body piercing and cosmetics are not permitted. Students' hair must be neat, clean, tidy and uncoloured 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 tee-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. But, equally, great importance must be attached to all of those areas of school life which come loosely under the umbrella of "games and school activities". Their place in the full and rounded education of students is very important.*

All students are required to take part fully 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 when required. Students must wear whatever protective equipment is required in sporting activities.

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

Smoking, alcoholic drink or any form of substance abuse is forbidden at all times, in the school, in its environs and during all school activities. Possession of cigarettes, e-cigarettes, alcohol or other substances of abuse is forbidden at all times in the school, in its environs and during all school activities.

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 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. They must not interfere with the property of others even as a prank.

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

Students must at all times obey the school rules and the directions of their teachers.

- 12. While every effort will be 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 co-operate 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, removal from the group (in class), withdrawal of privileges, extra work, carrying out useful tasks in the school, fines, detention, formal report to the Board of Management, suspension - in school or out of school - and, as a last resort, 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 very serious misconduct or persistent misbehaviour, including serious disruption of teachers' and students' work. 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 Policies of the school.*

The Principal may suspend students for limited periods and the suspension will be reported to the Board of Management. The Board of Management alone may expel a student.

14. Christian Brothers Secondary School Kilkenny is a (boys) voluntary secondary school.

Each student is obliged to renew his application for enrolment at the beginning of each school year. Applications will be accepted and will not normally be queried or refused except where a student's conduct, attendance or application to study have been gravely unsatisfactory during the previous year. In such circumstances an application may be accepted conditionally or may be refused.

It is an explicit condition of acceptance of a place in the school that parents and students undertake to co-operate fully with the school under the terms of this Code 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, will forfeit the continuance of a right to a place. It is also an explicit condition of acceptance that if a matter of serious dispute should arise between parents/guardians/students and the school, the agreed procedures for complaints and appeals to the Board of Management will be followed before recourse to a court of law and without prejudice to the rights of parents/guardians/students.

Notification of a student's absence from school

- Parents/guardians must inform the school in writing using the school diary 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.
- If the student is absent for less than three days the school may be informed upon the student's return to school through a note in the student's diary.
- Where students are absent for longer periods parents/guardians should notify the school by telephone to the Secretary who shall keep a record in the Absence Book and who shall inform the Class Tutor.
- 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.
- After an absence of three days a formal letter is sent to the parent/guardian to request an explanation for the absence.

CBS Kilkenny, Code of behaviour, School Rules and Implementation

- The school authorities are obliged to inform the Educational Welfare Service Túsła (formerly National Education Welfare Board) of all students who are absent from school for twenty days or more in any school year.

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 confirm in writing that the Code is acceptable to them and that they will make all reasonable efforts to ensure compliance with the Code by their son.
- 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 on-going 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, through the school diary 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 at any time which 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. A copy of the Code of Behaviour is re-presented to each year group in May prior to entry into the next year. The parents/guardians and students are asked to re-familiarise themselves with the Code and parents/guardians indicate again their acceptance of the Code. By presenting their son for readmission to the school each new year it is deemed that parents/guardians have de facto accepted the school's Code of Behaviour.
- e. The written code of behaviour and its underlying rationale is made available to all members of the school community.

TEACHING THE CODE 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 in class on a regular basis and applying the values in every class
- * clarifying students' understanding of expected behaviours
- * discussing appropriate and inappropriate behaviour with students
- * learning and teaching the rules and developing lesson plans for each rule
- * using the Social, Personal and Health Education programme and extra-curricular 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 special needs are assisted in understanding and observing the Code with the assistance of Special Needs Assistants, Learning Support teachers and Class Tutors. Vulnerable students are supported appropriately.

BUILDING RELATIONSHIPS WITH PARENTS/GUARDIANS

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

- a. introductory meeting with parents/guardians - outlining Code, school standards, expectations.
- b. encouraging parents/guardians to share information that might affect students behaviour in school.
- c. early warning systems to alert parents/guardians to concerns about student's behaviour - diary, teacher contact, class tutor contact.
- d. parents/guardians are encouraged to contact Class Teacher, Class Tutor, Year Head, Guidance Counsellor, Deputy Principal, Principal as appropriate.
- e. Parents' Council organises guest speakers on behavioural matters and aspects of child and adolescent behaviour.
- f. Parents/guardians are involved in developing school policies e.g. Code of Behaviour.

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. Both the school diary and the Year Head book are used to record information. Regular Year Head meetings are held to monitor both individual behaviour and behaviour trends in general. Student review meetings are held prior to each Parent-Teacher meeting. Interim Reports are completed as deemed necessary by Class Tutors in order to get an overall picture of a student's behaviour. The Board of Management together with the Principal in consultation with the staff, the Parents' Council and the Student Council monitors trends and patterns of behaviour in the school.

RECORDS

The Year Head Book acts as the most comprehensive log of an individual student's behaviour. It includes a record of a student's actions and interventions aimed at helping the student deal with 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. In addition the student's diary and the teacher's diary are used for keeping appropriate records.

All records are kept in accordance with the DATA PROTECTION ACT 1988, the DATA PROTECTION (AMENDMENT) ACT 2003 and any subsequent amendments.

INFORMATION FOR PARENTS/GUARDIANS

The Board of Management includes a report on behaviour in the school in its Annual Report to parents/guardians, teachers, other staff and the Student Council. This presents an opportunity for the Code to be reviewed and amended as appropriate.

DEALING WITH CONCERNS/COMPLAINTS

Teachers, parents/guardians and students may contact the Principal either individually or through their representative bodies about any concerns they may have about behaviour in general or about any aspect of the Code of Behaviour. Individual complaints should be processed as appropriate through the normal procedures available in the school up to and including recognised grievance procedures. Care is taken to ensure that anyone who complains about discrimination, harassment or sexual harassment is not victimised. Parents/guardians and students are also advised about the appeals procedures available under Section 29 of the Education Act 1998.

Approval

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

Signed: _____
Chairperson, Board of Management

Date: _____