



Banagher College – Coláiste na Sionna

CODE OF BEHAVIOUR

May 2026

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1.0 Introduction

The Code of Behaviour for Banagher College intends to illustrate the minimum standards of behaviour expected of all students, parents/guardians and teachers and to inform the school community on how the school will respond to both positive and negative behaviours. It includes a set of practices and procedures that together promote a positive learning and teaching environment conducive to the growth and development of each person.

In choosing Banagher College parents/guardians and students are committing themselves to accept, uphold and cooperate with our Code of Behaviour. Enrolment in the school is conditional upon acceptance of the Code of Behaviour.

1.1 School Mission Statement

Banagher College Coláiste na Sionna is a multi-denominational school which aims to provide an education which is truly Christian.

We aspire to:

- Provide a just and caring environment where each student is impressed with an awareness of human dignity and to develop a sense of responsibility in each individual.
- Develop the talents of each individual and instil the desire to achieve one's full potential through a spirit of intellectual enquiry and academic endeavour.
- Foster in a caring community the desire for participation and challenge, to build individual and compassionate persons of character.
- We are committed to our ETB School Core Values of Excellence in Education, Care, Equality, Community and Respect.

1.2 Development of the Code of Behaviour

The code of Behaviour has been developed in accordance with the National Education Welfare Board (NEWB) published Developing a Code of Behaviour Guidelines for Schools in May 2008.

1.3 School Regulations

Admission to the school implies acceptance of school rules and regulations. These rules and regulations apply to any school lined school activities, e.g. school tours, school bus, games away, etc. The student and his/her parents/guardians are requested to read carefully the following Code of Conduct and information in regard to school regulations and then sign in the spaces provided to indicate acceptance of the school's Code of Conduct.

1.4 When and Where Behaviour will be Subject to the Code of Behaviour

The school expects that students will at all times uphold the code of behaviour.

This will include: -

- On the school premises
- On the way to and from school
- On the School Bus
- School tours
- School-linked activities while students are under the care and instruction of any member of school staff

1.5 Legislation

Section 23 of the Education (Welfare) Act 2000 requires schools to provide each student with a Code of Behaviour that is prepared in accordance with the NEWB's Developing a Schools Code of Behaviour Guidelines. This Code of Behaviour has been developed in accordance with these guidelines and the requirements stated in Section 23(2) of the Education Welfare Act 2000. The Code of Behaviour is in keeping with our responsibilities under the Education Act 1998, Equal Status Act 2000, Education of Persons with Special Needs Act 2004, Health and Safety Legislation and Data Protection Act 2018.

1.6 Vision for Relationships and Behaviour in the School

- Create a climate that encourages and reinforces good behaviour
- Create a positive and safe environment for teaching and learning
- Encourage students to take personal responsibility for their learning and behaviour

1.7 Other Related Policies

The code of behaviour, on its own, cannot create the environment that makes it possible for students to learn and behave well. Many other school policies directly relate to the Code of Behaviour which is essential in ensuring the effective implementation of the other policies in question where the strategies implemented by each individual policy have been exhausted, issues may be referred to the Code of Behaviour for resolution.

This Code of behaviour is linked to the following.

- Anti Bullying policy (Bi Cineálta)
- Internet Acceptable Usage Policy
- Admissions Policy
- School Tours Policy
- Child Protection Statement
- Health and Safety Statement
- Attendance Policy
- Wellbeing Policy
- Substance Use Policy
 - Mobile Phone / Smart Device Policy

2.0 Principles underpinning an effective Code of Behaviour will include that:

- The Code provides clarity for all
- Affirm that everyone's behaviour matters
- Focus on promoting good behaviour
- Recognise that relationships are crucial
- Recognise educational vulnerability
- Attend to the welfare of students
- Attend to the welfare of staff

2.1 Whole School Approach to the Code of Behaviour

The code of behaviour, on its own, cannot create the environment that makes it possible for students to learn and behave well. All members of the school community have a responsibility to ensure that our students behave well.

Students are informed and supported in meeting the expectations of the code of behaviour in the following ways:

- The Code of Positive Behaviour is provided with an enrolment form to the parents/guardians of all new students entering the school. They are required to read the document and sign an acknowledgment indicating their agreement with its contents. By signing, they also express their support and commitment to cooperating with the guidelines outlined within the code.
- At the beginning of each academic year, every class undergoes an induction process that outlines the expectations for positive behaviour.
- The school's expectations, along with the reasons behind them, are addressed through the pastoral care program. A summary of these expectations and a student contract are included in the student journal, which must be signed each year by both the student and their parents/guardians.
- The concepts of tolerance towards others, self-discipline, a sense of fairness, and the principles of natural justice are explored within the Religious Education and SPHE curricula in the school.
- Issues such as bullying, racism, sexism, harassment, violence, substance misuse...etc. are discussed with the students during their time in our school using SPHE, CSPE and the use of outside speakers.
- The student support team, year head, class tutor, guidance councillor, school chaplain, school management and class teacher are in place to support students who need additional guidance in behaviour management.
- The emphasis on student voice and leadership motivates students to maintain high standards of behaviour and to aspire to be good role models.
- Effective classroom management and good curricular planning.
- The supervision of students at break, lunch times and all school-linked activities.

2.2 Promoting Good Behaviour

Promoting good behaviour is the main goal of the Code of Behaviour. This requires consistency across the teaching team.

Strategies to affirm and promote good behaviour include:

- Involving students in the development of the code of behaviour
- Use of rewards systems for students through tutors and year heads
- Good school and class routines being carried out
- Standards that set high expectations for student behaviour
- Standards that are clear, fair, consistent and widely understood
- Frequently reminding students of expectations
- Recognising and giving positive feedback about behaviour
- Adults modelling the behaviour that is expected from students
- Promoting good relationships between teachers, parents and students
- Parents supporting the school by encouraging good learning behaviour

- Helping students themselves to recognise and affirm good learning behaviour
- Specific teachers are available to offer supports for students that may need them
- Positive everyday interactions between teachers and students
- Allowing opportunities for students to achieve leadership roles in our school

3.0 Expectations for Students

All students are expected to:

3.1 Respect Yourself

Students will:

- Take pride in their behaviour, appearance and work.
- Attend school regularly and punctually.
- Engage positively in learning and make their best effort.
- Take responsibility for their actions and choices.
- Care for their physical, emotional and mental wellbeing.
- Seek help and support when needed.
- Wear the correct uniform.
- Not wear facial jewellery e.g. eyebrows, nose, lip etc.

3.2 Respect Others

Students will:

- Treat all members of the school community with dignity, courtesy and kindness.
- Value diversity and promote inclusion.
- Listen respectfully to others' views and opinions.
- Resolve disagreements peacefully and appropriately.
- Refrain from behaviour that intimidates, excludes, discriminates against or harms others.
- Support a culture where everyone feels safe and welcome.
- Follow the instruction and guidance of your teachers and other staff members as soon as they are given.
- Show good manners in your communication with teachers and other staff members and avoid the use of aggressive behaviour or language.
- Report to a member of staff if you are being bullied or if you suspect that one of your friends / classmates is being bullied.

3.3 Respect Learning

Students will:

- Turn off your phone and place it in the pouch provided while on the school campus or attending school related activities.
- Keep their phone pouch in their school bag or locker during the school day.
- Hand over their mobile phone to the teacher promptly and without argument if observed using it for any purpose excluding medical during the school day.
- Arrive prepared for classes and school activities.
- Follow teachers' instructions and classroom routines.
- Participate actively and positively in lessons.
- Complete assigned work to the best of their ability.
- Allow others to learn without disruption.

- Use school resources responsibly to support learning.
- Carry your homework journal with you to each class and record your homework and key dates in it.
- Not eat during class time.
- Have their school device fully charged and ready for class.
- Only use their school device, its features and apps for educational purposes only.
- Be aware of deadlines for CBA's and all state exam coursework.
- Catch up on schoolwork if absent.

3.4 Respect the School Environment

Students will:

- Take care of school buildings, equipment and learning resources.
- Help maintain a clean, safe and welcoming environment.
- Put litter in the bins.
- Use facilities and shared spaces responsibly.
- Not loiter in the toilets.
- Respect others' rights to use the toilet.
- Only use the toilets for the purpose they are intended for.
- Use the toilet before school starts and at break times. At other times, students may use the facilities with the permission of a teacher.
- Only one student at a time may occupy a cubicle.
- Not eat or drink in the cubicles or in the public areas of the toilet.
- Immediately report damage in the toilets or shortage of supplies to a member of staff.
- Not vandalise, damage or graffiti the toilets.
- Not use a mobile phone / recording device in the toilets or changing rooms.
- Not be in the possession of, use and or supply prohibited items and substances such as energy drinks, chewing gum, aerosol sprays, cigarettes, e-cigarettes, illegal drugs, alcohol, solvent based substances or substitute products e.g. snus, any substance deemed illegal for use by persons under the age of 18.
- Not be in possession of any weapon or any item that could be mistaken as a weapon including lasers.
- Follow health and safety procedures at all times.
- Respect the property of others.
- No parking on school campus.

3.5 Be Safe and Responsible

Students will:

- Line up outside your classroom and not enter the room until a teacher is present.
- Make choices that contribute to their own safety and the safety of others.
- Follow school procedures and staff directions.
- Not run or partake in the act of rough play indoors.
- Not partake in the act of rough play on the pitch or school yard.
- Walk on the left-hand side of the corridor.
- Queue in an orderly manner for the canteen.
- Report concerns about safety, bullying or wellbeing.
- Use digital technologies responsibly and respectfully.

- Understand that actions online can affect others and the wider school community.

3.6 Contribute Positively to School Life

Students will:

- Represent the school positively within and beyond the school grounds.
- Participate in school activities and opportunities where possible.
- Demonstrate leadership, cooperation and teamwork.
- Support and encourage fellow students.
- Contribute to a culture of mutual respect and belonging.
- Welcome visiting teams and teachers.

3.7 Attendance and Engagement

Regular attendance and participation are essential for learning and personal development.

Students are expected to:

- Attend school every day unless prevented by illness or another valid reason.
- Arrive on time for school and classes.
- Engage fully in learning activities.
- Have a permission to leave school slip signed by the parent/ guardian if leaving before the end of the school day or are arriving late.
- Be collected by a parent/guardian (or another designated person over the age of 18) when signing out.
- Remain on school grounds for the full day and not permitted to leave during lunch and breaks.
- Sign out at the secretary's office if leaving school early.
- Sign in at the secretary's office if arriving late to school.
- Have activity permission slips returned on time.
- Inform their tutor/year head or SST member if they are experiencing difficulties affecting attendance or participation.
- Work collaboratively with parents/guardians and school staff to support attendance and engagement.
- Have their canteen card on person and keep it safe.
- Contact home through the main office only.
- Only be absent from class with permission from class teacher and possession of Student pass card.

3.8 Digital Citizenship

Students are expected to:

- Use technology in a safe, respectful and responsible manner.
- Respect the privacy and rights of others online.
- Communicate appropriately through digital platforms.
- Follow school policies regarding devices, internet use and social media.
- Report inappropriate online behaviour or content.

3.9 Student Voice and Responsibility

Students have the right to:

- Be treated fairly, respectfully and with dignity.
- Learn in a safe and supportive environment.
- Have their views heard and considered.
- Access support when needed.
- Respect the rights of others.
- Follow school policies and procedures.
- Contribute positively to the school community.
- Accept responsibility for their behaviour and learning.

4.0 Uniform

The school uniform is a symbol of our school to all who see our students as they come and go from school. Complete school uniform is to be worn in school, on school business or when representing the school. Students who do not attend in full uniform will be required to change into a school uniform provided by the school for the duration of school hours. Students must return uniform at the end of the school day. These regulations apply to all students including Repeat Leaving Cert. students.

- *Students will not be allowed to class unless in full uniform.*

Girls' Uniform

- Specified blue round neck jumper with grey stripe in the collar.
- Royal blue/navy/grey pleated skirt (Style no. 14774).
- White shirt or polo shirt with crest.
- Navy knee length socks or navy tights.
- A tailored navy trousers.

Boys' Uniform

- Specified blue round neck jumper with grey stripe in the collar.
- Slate grey trousers. (***Denim, Cord or Casual trousers are not allowed***)
- White shirt or polo shirt with school crest.

Footwear

- Sensible black, navy or brown shoes allowed.
- Deck Shoes allowed (white soles permitted on Deck Shoes).
- Runners style shoes ***MUST BE ALL BLACK – NO COLOURED SOLES, MARKINGS, STRIPES OR LOGOS ALLOWED.***
- Black or white laces only.
- Canvas shoes not allowed.

5.0 Student Illness/Appointments

- If a student is ill, he/she must remain in class where possible.
- If a student is very unwell and needs to go home, he/she must go to his/her Tutor/Year Head/Deputy/Principal who will then refer him/her to the school office.
- A member of staff will contact the student's Parent/Guardian and arrange for the student to be collected. The student must sign out in the "Sign Out Book" in the office before leaving the premises.

Appointments

Students with dental/doctor appointments, etc. must present a note in their journal from their Parent/Guardian to their Tutor for signing. Students must produce this note to the office when signing out at the permitted time.

6.0 Evening Study

Evening Study will be held Monday to Thursday each school evening unless otherwise arranged. All students and their parents/guardians must sign the Evening Study Policy. Evening study will be from 4pm to 6pm each evening. Students must adhere to all usual school rules. Students are not permitted to use their mobile phones during study. Students attending Evening Study will have their roll call taken on Tyro to show attendance. Parents/guardians should check Tyro to ensure students are attending as expected. Evening Study will be supervised by teachers or others suitably acceptable to the school management. Students will be informed if study is cancelled for any reason.

7.0 Vehicles

Students are strongly discouraged from taking vehicles to school, however if it is essential they must register their vehicle with the school by contacting either the Principal or Deputy Principal for the appropriate form. There is no student parking available on school grounds. Set down areas, service entrance and staff carpark must not be used for student parking. Vehicles must not be entered or moved during the school day without official permission. Students are not permitted to carry passengers other than siblings and must not drive vehicle to school activities.

8.0 Smoking/Vaping

In view of the clear and convincing evidence that smoking is injurious to health, the school urges all students not to smoke. Smoking, in any part of the school building or its environs is illegal under current legislation. Smoking while in school uniform and the possession of cigarettes is also prohibited. Those in breach of this rule will warrant suspension and/or

other sanctions as deemed necessary. E-Cigarettes are forbidden in the school and will be confiscated if a student is found in possession of one.

9.0 Drug Abuse

The consumption of alcohol and the use of possession drugs by students in the school building in school uniform or while representing the school is absolutely forbidden. Disregard of this regulation will warrant suspension and/or expulsion.

10.0 Mobile Phones

Banagher College is a mobile phone and smartwatch free learning environment during the school day and all school-related activities. Students must switch off their phones and smartwatches before entering the school building and store them in their assigned lockable pouch for the duration of the day, only accessing them when authorised by a teacher or at the end of the school day. Parents and guardians should contact students through the school office during school hours. Limited exemptions may be granted for documented medical needs, subject to approval by school management. The policy also applies to school trips and extracurricular activities, with specific arrangements for day trips, overnight trips, and foreign tours. Students are responsible for the care of their phone pouch and may be required to pay for replacements if lost or damaged. Breaches of the policy will result in escalating sanctions, including detention, suspension, and, in cases of persistent non-compliance, possible long-term suspension or expulsion, in accordance with the school's Code of Behaviour.

11.0 E-Learning Approach

Definition: A learning system based on formalised teaching but with the help of electronic resources is known as E-learning.

E-Learning will take what is known as a blended approach in Banagher College and teachers may use different methods such as regular live classes through Microsoft Teams, while others may distribute work as weekly bulk assignments or as daily homework-style tasks.

In all cases the primary aim is to cover the required curriculum areas for their specific subject. The teacher will decide the most effective method to use to achieve this aim.

In all cases communication with students must be through their @bccns.ie email account. Students are not to use any other account under any circumstances for the purposes of distance E-Learning within Banagher College.

The list of applications that will be used for distance learning will primarily be:

- Office 365, incorporating:
 - Microsoft Outlook (e-mail)
 - Microsoft OneDrive
 - Microsoft Teams
 - Microsoft OneNote
 - Microsoft Forms
 - Microsoft Stream

There may be some additional applications that teachers may use, and the teacher will provide the student with the information required to access them. This must, in all cases, use a @bccns.ie account as the login.

11.1 Guidelines and Protocols For Remote Learning

Please be reminded that BCCNS School Acceptable User Policies and BCCNS Code of Behaviour remain in place during any remote learning period from home and that **users must engage in a responsible and appropriate manner** at all times. It is essential that users review the above policies– and how they relate specifically to online behaviour when using technology for education.

- In the event of a school closure the ETB and BCCNS approved educational platform **Microsoft Office 365** will be in use to support and facilitate teaching and learning. All of the BCCNS protocols contained in the aforementioned policies are relevant to the use of Microsoft Teams for online learning and must be observed in all communications between students and teachers.
- School BCCNS email accounts are set up for all student-teacher-class contact. Personal email addresses are not permitted and **should not** be used.
- Please note that individual emails from students to teachers should be sent during normal school working hours with queries/submissions that relate to subject work only. We ask students to be mindful of email etiquette as distinct from online communication with peers. For example, address the relevant teacher at the beginning of the email, maintain a polite tone throughout, and sign off as appropriate.
- The use of social media applications or setting up of private groups (e.g. WhatsApp; Facebook, Snapchat, Instagram etc) for class or student-teacher communication is strictly prohibited.
- The use of subject content-based videos and images including voiceovers may be used by teachers and students to share and submit class work. Live chat and mic may also be used for education applications. **However, the use of live cameras or recording in remote learning by students is strictly prohibited.**

- Students are advised to follow their daily timetable to maintain a structured approach to learning and to keep a record of all completed work in their school journal.
- Students are required to check Microsoft Teams/their BCCNS email account each day to collect assigned work and instructions from various subject teachers. It is important for learning that students engage with the set tasks and activities to the best of their ability in current circumstances; and that they submit work on completion as advised by their subject teachers.
- As student internet access cannot be supervised by teachers during this period of school closure, student personal responsibility is essential and/or parental/guardian monitoring where possible.
- If students have any queries regarding remote learning or require assistance with accessing email accounts or other approved educational apps - please contact the school office.
- Students please contact your Tutor, Year Head, Deputy Principal, Principal or a member of the care team if there are any issues affecting your ability to engage with remote learning.

Students Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

12.0 Health and Safety Considerations

Where the school Principal or Deputy Principal acting on behalf of the Principal, forms the considered opinion that the presence of a particular individual in the school environment poses a threat to the health and safety of students, staff or school visitors, the student involved will be excluded from school until the next Board of Management meeting, where the matter will be dealt with. This measure is expected to be exceptional. The measure is a recognition that the needs and rights of the majority is of paramount concern at Banagher College. When an exclusion occurs, the student's file will record that they were excluded on health and safety grounds, to protect and prevent harm to any and all members of the school community.

Neither Laois Offaly Education and Training Board (LOETB) nor any member of Banagher College staff will be held responsible for injury to any student when the injury is caused by a student's negligence or disregard for the school rules.

Neither Laois Offaly Education and Training Board (LOETB) nor any member of Banagher College staff accept responsibility for loss or damage to any article left in the school by students.

13.0 Roles and Responsibilities

Banagher College believes that the successful education of all students in our care depends on an active and collaborative three-way partnership between students, parents/guardians and Banagher College and actively works at building and maintaining these relationships. The roles and responsibilities detailed below describe how each member of the school community can contribute to the development of these relationships.

13.1 Role of the Student

Students are the primary focus of all activities in Banagher College. The 'student-as-learner' is at the centre of all curricular & extra-curricular activity.

- Students are expected to follow the rules outlined in this Code of Behaviour in order to help create a healthy, safe & happy environment in which everyone can learn & develop.
- Students have an obligation to uphold the good name of the school; they should not engage in any conduct that would bring the good name of Banagher College into disrepute.
- Students are expected to act with consideration for the rights & feelings of others.
- Students are expected to take individual responsibility for their own behaviour & learning, to listen respectfully to teachers and not to disrupt lessons.

13.2 Role of the Parent/Guardian

The responsibility of parents/guardians includes understanding and supporting the Code of Behaviour and being respectful of all in the school community.

It is expected that Parents/Guardians will:

- Develop and maintain a good working relationship with the school.
- Support their child by attending to all school correspondence in a timely manner and by attending parent teacher meetings, arranged school meetings and parent information meetings.
- Sign all school communications and be supportive of all agreed school intervention plans.
- Strive to ensure daily attendance by their child and will provide and support a suitable learning environment at home.
- Arrange medical appointments outside of school time where possible.
- Ensure their child wears the correct uniform.
- Contact the school with any concerns regarding their child's learning or wellbeing.
- Be fully familiar with, accept and sign the Code of Behaviour.
- Cooperate with the implementation of the code of behaviour for the duration of their child's time at Banagher College.
- Check their child's Tyro record regularly.
- Use the school office number to contact their child during school hours.
- Create a home environment where their child can study.
- Check their child's student journal and Tyro behaviour tab regularly.

- Write a note of explanation in the school journal when the student
 - Is late
 - Needs to leave school for an appointment
 - is returning to school having been absent
 - is missing an item of uniform
 - could not complete homework

13.3 Role of Teaching Staff

All staff members are:

- Expected to understand and support the Code of Behaviour.
- Expected to be in the room to welcome the class.
- Expected to take a roll call at the beginning of class.
- Expected to see the class out when the bell rings, particularly at break, lunch and end of day. Under no circumstances should students be released from class before the bell rings.
- Expected to assign student's places in class and have a seating plan for each class.
- Expected to promote and develop respectful relationships with all members of the school community.
- Required to move around the classroom during the class and not remain seated for the duration of the class.
- Required to dress professionally and appropriately when teaching in the classroom.
- Committed to the highest standards of professional service in their teaching and understand that their primary professional obligation is to their students.
- Expected to be familiar with and work within the terms of the Code of Professional Practice and the Code of Professional conduct as set out by the teaching council.
- Expected to model expectations for behaviour and routines to create a safe learning environment.
- Acknowledge and praise students for their behaviour and efforts.
- To ensure that the door is locked when there is no class scheduled for their room.
- Expected to make every effort to resolve behaviour issues within the classroom before formally recording negative behaviour on Tyro.
- Expected to take responsibility for the management of their classroom. They will maintain a positive learning environment in which the students can participate and achieve their potential.
- Expected to take responsibility for the implementation of Banagher College Code of Behaviour in the classroom, during extra-curricular activities, on corridors, at lunchtimes, on the campus and on trips/excursions.
- Expected to follow the ladder of referral when dealing with or reporting incidents or breaches of the code of conduct.
- Expected to complete a Bi Cineálta report if you witness or are made aware of a bullying incident and give a copy to the principal.
- Teachers who wish to work for the state exams commission can only be relieved from school for one examination period in a school year. They should be teaching in the subject area of which they wish to examine.
- It is recommended by the teaching council "to keep personal and professional use of social media separate where possible. It is therefore important that you are cautious

about the use of electronic communication and social media.” Staff should not communicate with students or parents on personal social media platforms. All your personal social media accounts should be private so as to protect yourself.

- Under GDPR guidelines all student, colleague information and school business is private and should not be discussed publicly.

13.4 Role of the Tutor

- A class tutor is the teacher who, on behalf of the school community, undertakes the role of caring for a class group in order to promote learning at every level of the person.
- The Class Tutor works to create a positive rapport with their tutor group. The tutor supports the Year Head in fostering a positive and orderly learning environment.
- A tutor normally stays with the class throughout their junior cycle in school. This will change for senior cycle.
- A tutor sets a high priority on knowing students individually.
- Class tutor duties include the following:-
 - Daily Registration
 - Monitoring use of Journal. Sign it each week.
 - Explain the code of behaviour on a regular basis.
 - Monitor attendance and punctuality.
 - Build a relationship with the student.
 - Is the first to be contacted by a subject teacher if there is a problem.
 - Ensure in conjunction with Year Head that issues in relation to attendance, behaviour and performance of students are brought to the attention of parents as soon as possible.
 - Encourage support of, and participation in the ethos of the school.
 - Promotes class spirit and cohesion.
 - Meets regularly with tutors of year groups and Year Head.
 - Make a copy of relevant pages from student journal and leave into office for inclusion in student's file.
 - Monitor correct wearing of uniform.
 - Ensure student's phones and smart devices are locked in student pouch each morning.

13.5 Role of the Year Head

- The Year Head is responsible for the pastoral, behavioural and academic needs of their year group and is committed to fostering an environment in which all students are encouraged to reach their potential.
- Ensure that all school procedures and systems operate effectively within the year group.
- The Year Head is responsible in conjunction with the teachers, for the more serious general discipline of a particular year and will liaise with the Principal, Deputy Principal, teachers and support personnel on such matters.
- Ensure that all students show “duty of care” and co-operate with school procedures especially in the following areas:-
 - Student classroom participation

- Corridor Routines
- General assembly areas and canteen routines.
- School yard routines.
- The keeping of accurate student records.
- The management of student phones and smart devices.
- The filing and safe keeping of notes from parents in relation to absences, lateness, medical/dental appointments and any other relevant information.
- The organisation of school reports ensuring that reports are completed on time by the teachers. The forwarding of full records and information when pupils transfer to another Year Head.
- Maintenance of discipline as per the school handbook and agree whole school approach to student behaviour.
- To liaise with the class tutor regarding homework journal and Tyro comments.
- Any other duties, which may arise in relation to year group.

13.6 Role of the Deputy Principal

- The Deputy Principals are members of the school's management team and therefore support the Principal in the day to day management of the school.

13.7 Role of the Principal

- The role of the Principal is to ensure the fair and equitable implementation of the Code of Behaviour.

13.8 Role of the Board of Management

- The Board of Management has statutory responsibility for preparing (in consultation with principal, teachers, parents and students) a Code of Behaviour for the students registered at the school.
- The Board of Management makes the final decision regarding expulsion and is responsible for overseeing the monitoring of the code of behaviour.

13.9 Role of Student Support Team (SST)

- Pastoral Care is an integral part of the mission of Banagher College. All aspects of school life are informed by pastoral care. In Banagher College, we facilitate the development of all members of our school community, and we foster relationships based on respect so that each individual is valued in an atmosphere that is caring and positive.
- At the centre of our pastoral framework are the pastoral roles, each of which contributes to the pastoral care nature of the school community. While every staff member has a pastoral dimension to his/her role we recognise that certain people fulfil key roles in this area. These include the Principal, the Deputy Principal, Year Heads, Class Teachers, the Care Team, Special Needs Assistants, School Chaplin and the Guidance Counsellor.

13.10 Role of the Guidance Counsellor

- Guidance counsellors work within a continuum of support model (NEPS, 2010) and are part of a whole-school approach to supporting wellbeing in schools (NEPS, 2013). Implementing the continuum of support, the guidance counsellor provides for the educational, social, emotional and learning needs of all, some and a few students to ensure their continued wellbeing. The guidance counsellor is available to meet students and parents/guardians by appointment. A referral to the guidance counsellor can be made by any member of the school community formally and in writing.

14.0 Rewards and Recognition

Acknowledging & celebrating good behaviour and achievement includes:

- Verbal praise
- Written praise
- Acknowledging student achievements with displays of work in classrooms and around the school building
- Acknowledging student achievements on our official Instagram page.
- Phone calls or text messages home from the Year Head, Deputy Principal or Principal.
- Letter home
- Awards
- Prizes
- School events that celebrate student achievement
- Tyro Points

15.0 Examples of Serious Misbehaviour

- When the authority of a teacher or the school is seriously challenged
 - If the school has been brought into disrepute
 - If normal civil law has been breached while in school
 - Bringing drugs, illegal substances, alcohol, aerosol sprays or dangerous weapons into school for use and or selling or distributing the same any time when school rules apply.
 - Serious physical or verbal assault, sexual assault of any member of the school community
 - Wilful and serious damage to the school property
- This list is not exhaustive.

15.1 Levels of Behaviour and appropriate Sanctions

Sanctions are required to show disapproval of and to discourage unacceptable behaviour. Sanctions are graded according to particular circumstances, and they make a clear distinction between minor (Level 1) and major (Level 2 & 3) breaches of the code of behaviour. The school journal and Tyro is used to keep parents informed of their child's general behaviour and achievements. In cases of a major breach of the code of behaviour, parents are contacted at an early stage and their active co-operation is sought in relation to the matter.

LEVEL 1

Behaviours Of Concern	Suggested Teacher Responses	Positive Affirmations When Improving
• Lack of Materials for class • No Homework • Chatting • Eating in Class • Bad Language • Uniform violation • Movement • Litter • Throwing Paper • Disengagement • Chair Swinging • Device not charged (First Offence) • Late for class • Disturbing Class	• Rule Reminder • Re-Positioning of Teacher • Timing of Tasks • Differentiation • Verbal Warning • Meeting After Class • Seating Plan • Note of Concern (Tyro) • Phone Call Home (Liaise with Tutor & YH) • Tutor Referral • Audio Cues e.g A Bell or Gong Sound • Lunch Detention • Additional Homework • Seek Apology	• Verbal Praise • Positive Note on Tyro • Well Done Sticker • Tutor Referral • Phone Call Home • Begin a Fresh Start

LEVEL 2

Behaviours Of Concern	Suggested Teacher Responses	Positive Affirmations When Improving
• Refusal To Follow Instruction • Bad Language towards Students • Defiance • Repeatedly disturbing class • Repeated no homework • Inappropriate Comments • Repeated late for class • Graffiti • Out of Class Without Permission • 3 Tyro Notes • Poor corridor behaviour • Device repeatedly not charged • Phone Use (First Offence) • Phone Use (Second Offence)	• Negative note (Tyro) • Meeting with Tutor & Student • School Community Task e.g Litter pick, Removal of Graffiti, Assisting Teacher With a Task • Conduct Card • Lunch Detention • Phone Call Home • Year Head Referral • Referral to SST • Evening Detention • Confiscation of phone	• Verbal Recognition • Positive Note (Tyro) • Phone Call Home • Acknowledgement by Tutor/Year Head • Support a Fresh Start

LEVEL 3

Behaviours Of Concern	Suggested Teacher Responses	Positive Affirmations When Improving
- Physical Fighting - Intimidation - Bullying - Student Welfare - Attendance - Vaping / Smoking - Threatening Behaviour - Substance Abuse - Repeated Phone Use - Mitching / Skipping School - Damaging school property - Damaging a student device - Bad language towards a teacher - Use of alcohol / drugs - Accessing inappropriate material online - Refusal to hand up phone	- Year Head Referral Suggested Year Head Actions - Restorative Meeting With Student - Mediation Between Students - Recovery of the Cost of Repair - Academic Tracking and Target Setting - Set Attendance Targets - Phone Call Home - Meeting with Parents / Guardian - Refer to & Liaise with Guidance / SST / SEN Team - Removal of Privileges e.g School trip - Not allowed to participate in extra-curricular activities - Doing school community work - Evening Detention - Refer to Principal / Deputy Principal - In-school suspension - Suspension - Expulsion	- Verbal Recognition - Positive Note (Tyro) - Phone Call Home - Acknowledgement by Year Head - Support a Fresh Start

15.2 Interventions and Supports

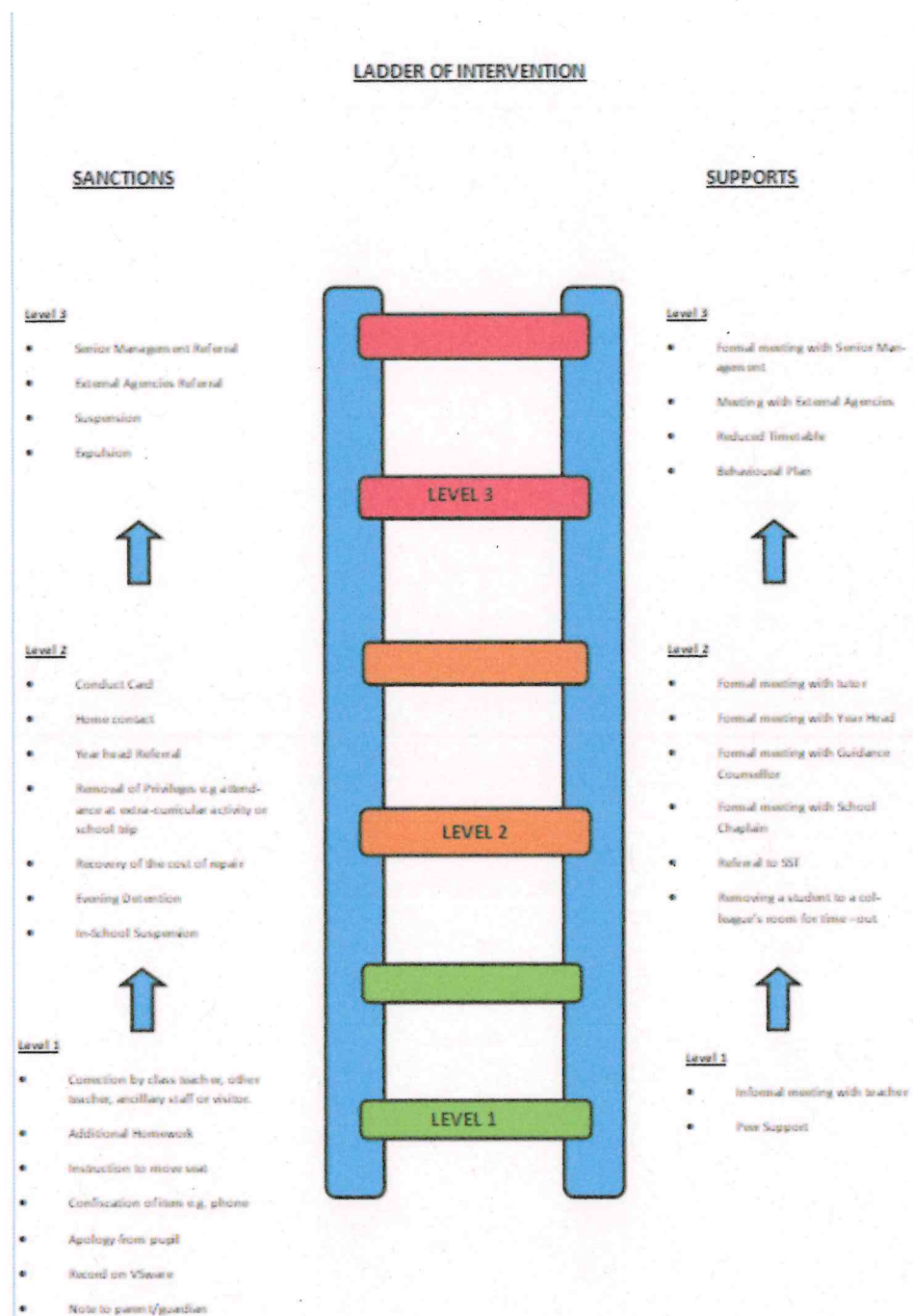
As part of the whole school approach Banagher College has an agreed a ladder of intervention in response to inappropriate behaviour. Primarily, the teacher manages behaviour at classroom level. However, the more serious the breach of behaviour is, the higher up the ladder it is dealt with.

Please note:

The Principal, the Deputy Principal, or a Year Head may choose to intervene at any stage of the discipline process when this is deemed to be necessary or helpful.

In cases where serious misbehaviour has occurred some of the stages may be omitted. Suspension, expulsion or other sanctions at the discretion of management may be considered as a first option.

15.3 Ladder of Intervention



16.0 Consequences of Unacceptable Behaviour

In dealing with misbehaviour, sanctions are sometimes necessary to discourage the same. The objective of a sanction is to help the student learn that; their behaviour is not acceptable or in keeping with the standards expected of them, they have choices about their behaviour and all choices have consequences and they must take responsibility for their actions and choices.

Every effort is made to ensure that the sanctions used are graded according to the seriousness of the misbehaviour and take account of individual circumstances. From time to time, it can emerge that the pupil causing difficulties in class, does so in response to significant problems outside the school. While this will be taken into consideration, the priority is that the behaviour of students should not impinge on the learning process of other students.

16.1 Lunch Time Detention

- A student who misbehaves in class, on the school premises or on a school activity with a level 1 negative behaviour may receive a lunch detention.
- Lunch detention will take place every Tuesday and Thursday from 1.15pm – 1.35pm
- The teacher supervising detention will add a note to the students Tyro behavioural account to keep parents/guardians informed.
- Students are expected to attend lunch time detention on the day it is assigned, arrive punctually and complete any work assigned during this time.
- Failing to attend a scheduled lunch time detention is a breach of the code of behaviour that can result in the assignment of further lunchtime detentions or an evening detention.
- Disruption of lunch detention will result in a further evening detention.

16.2 Evening Detention

- A student who misbehaves in class, on the school premises or on a school activity with a level 2 negative behaviour may receive an evening detention.
- Lunch detention will take place on Fridays from 2.30pm – 3.30pm.
- The co-ordinator of detention will add a note to the students Tyro behavioural account to keep parents/guardians informed.
- Only a Year Head / Deputy Principal / Principal is allowed to place a student on evening detention.
- Parents/ Guardians will be informed by post or email in advance of the detention.
- Students are expected to arrive punctually to evening detention and complete any work assigned during this time. Students that fail to follow the rules of the school while attending detention may be assigned a further evening detention or in school suspension.

16.3 In-School Suspension

When a student is placed on in school suspension, they are removed from the traditional classroom environment and put into a separate classroom, which is supervised by a staff member. For the duration of in school suspension, the student is expected to follow the rules of the school and complete all work or activities assigned to them.

- In school suspension is given to students for continued or significant or major breaches of the Code of Behaviour or as decided by the Year Head/Deputy Principal/Principal.
- Parents/Guardians will be informed in writing of an in-school suspension.
- Failing to attend a scheduled in school suspension is a breach of the code of behaviour that can result in a recommendation for an external suspension from school.

16.4 Suspension and Expulsion Policy and Procedures

16.5 Authority to Suspend

The Principal and the Board of Management of Banagher College hold the authority to suspend a student. This authority is developed under section 44 of the Education and Training Boards Act 2013. The Principal has written authority from the Board of Management to suspend a student for up to five days without immediate reference to the Board.

16.6 Grounds for Suspension

Banagher College recognises that suspension is only one strategy within the Banagher College code of behaviour in response to inappropriate behaviour.

Banagher College recognises that when all other strategies have been exhausted, suspension affords a student time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour and to accept the need for a behaviour change. Banagher College works closely with parents to assist a suspended student to re-integrate into the school community successfully.

Banagher College acknowledges that suspension should be a proportionate response to the behaviour that is causing concern. The decision to suspend a student requires serious grounds such as:

- The student's behaviour has had a serious disruptive or detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety of others.
- The student is responsible for serious damage to property.
- The student breaches the code of behaviour. (At the discretion of the Principal.)

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

At Banagher College incidents of serious misconduct that result in an automatic recommendation to suspend are outlined below.

- Bullying or threatening another student.

- Abuse of a member of staff
- Assault of any kind on any person in the school community
- Smoking or vaping
- Stealing from or interfering with the property of another student, member of staff or the school.
- Leaving school without permission from both a parent/guardian and a Year Head/Deputy Principal or Principal.
- Bringing vapes, drugs, illegal substances, aerosol sprays or dangerous weapons into the school for use or distribution or sale.
- Reasonably suspected of being under the influence of drugs, alcohol, un-prescribed drugs or illegal substances.
- Causing deliberate damage to school property.
- Use of mobile phone on 3 or more occasions on school grounds without teacher permission
- Refusal to hand up a mobile phone.
- Use of a mobile phone or recording device to;
 - take inappropriate images and/or put on social media platforms
 - compromise the dignity and privacy of others

16.7 Procedures in Respect of Suspension

At Banagher College, the procedures followed when investigating a serious incident of misbehaviour that may lead to suspension and the decision-making process follow the principles of fair procedure, that is, the right to be heard and the right to impartiality. In keeping with a student's right to be heard, before making a decision to proceed with a suspension the following steps will be adhered to:

- 1) The student will be informed of the complaint, how it will be investigated and that they may be suspended.
- 2) The parent/guardian will be informed by phone call or at a meeting of the complaint, how it will be investigated and that they may be suspended.
- 3) An investigation will then commence.
 - The investigation will be conducted by the Year Head, Deputy Principal or Principal.
 - As part of the investigation the student will be interviewed about the incident and their responses to the allegation noted. Other members of the school community e.g. staff, other students may also be interviewed.
- 4) The student and their parent(s)/guardian(s) will be given the opportunity to respond before a final decision to suspend will be made.
- 5) Final decision to suspend will be made and decision informed to the student and parent/guardian in writing.

16.8 Notification of Suspension

A letter/email of suspension from the Principal will be sent to the parent(s)/guardian(s) stating the following;

- the period of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme that may need to be followed

- the arrangements for returning to school, including any commitments to be entered into by the student and the parent(s)/guardian(s)
- The provision for an appeal to the Board of Management of Banagher College.

16.9 Immediate Suspension

In exceptional circumstances, the Principal may determine that an immediate suspension from school is necessary, particularly where the continued presence of the student in the school at the time would represent a serious threat to the safety of the student, other students or staff of the school, or a visitor to the school.

In the case of immediate suspension, parent(s)/guardian(s) will be notified and arrangements made with them for the collection of the student. The decision for an immediate suspension will be based on the preliminary investigation conducted by school management, with the formal investigation commencing immediately after the imposition of the suspension.

16.10 Suspension During a State Examination

A student may be suspended during a state examination and such suspension will normally be approved by the Board of Management of Banagher College. This type of suspension should only be used where there is:

- A threat to good order in the conduct of the examination
- A threat to safety or welfare of other students and personnel
- A threat to the right of the other students to do their exam in a calm atmosphere.

16.11 Inappropriate Use of Suspension

- Students should not be suspended for the following:
 - Poor academic performance
 - Poor attendance or lateness
 - Minor breaches of the code of behaviour
- Rolling Suspension. A student should not be suspended again shortly after he/she return to Banagher College unless he/she engages in serious misbehaviour that warrants suspension.
- Informal or unacknowledged suspension. Exclusion of a student for part of the school day as a sanction of suspension.
- Open-ended suspension. Students should not be suspended for an indefinite period of time.

16.12 Failure to comply with a Notified Suspension

A student and parent(s)/guardian(s) who fail to comply with a notified suspension is a further breach of the schools Code of Behaviour.

16.13 Appealing the Suspension to the Board of Management

- Parents / Guardians have 5 days in which to lodge an appeal from the date of receipt of letter informing him/her of suspension.
- If the student appealing suspension is 18 years or older, he or she may appeal the suspension in his/her own right.

- The grounds for the appeal must be made in writing to the Secretary of the Board of Management.
- The Board may invite the student and their parents/guardians to a meeting to consider the matter.
- 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.

16.14 Procedures in Respect of Suspension Appeal

Upon receipt of written correspondence concerning the suspension appeal, the Principal should:

- Inform the student and parents/guardians in writing that the Board of Management meeting is arranged to consider the suspension appeal.
- Ensure that Parents/Guardians, or a student aged 18 or over have written records of (a) the allegation, (b) the investigation, (c) written notice of the grounds on which the Board of Management is being asked to consider the imposed suspension.
- Provide the Board of Management with the same comprehensive records as are given to the Parents/Guardians/Student over 18.
- Advise the Parents/Guardians/Student over 18 that they can make a written and oral submission to the Board of Management

16.15 After Suspension

On return from suspension, the student will meet with their Year Head or member of the Student Support Team to support them with their return to school.

The student will be expected to apply themselves diligently to their work and to follow the Code of Behaviour.

A student may be asked to sign a behavioural contract on return from suspension or be provided with a student report card to monitor progress following their return.

16.16 Expulsion Procedures

In formulating the expulsion procedures for Banagher College, the NEWB Guidelines are fully adopted and adhered to as well as guidance relating to fair procedures outlined in Section 10.3 and 10.4.

16.17 Authority to Expel

Only the Board of Management of Banagher College have the authority to expel a student. Where the Principal considers that a pupil should be excluded from school, the matter will be referred to the Board of Management for decision.

16.18 Factors to Consider before Proposing to Expel a Student

The Board of Management of Banagher College should take the following factors into consideration before considering expelling a student:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date

- Whether expulsion is a proportionate response
- The possible impact of the expulsion

16.19 Grounds for Expulsion

A student can be recommended for expulsion and, on foot of a Board of Management decision, excluded permanently from the school, in the following circumstances:

- Where there is an ongoing refusal by a student to abide by the regulations of the school and the Principal, in consultation with the Board of Management, has, in his/her considered judgement, exhausted all reasonable options.
- The student's continued presence in the school constitutes a real and significant threat to safety.
- Bringing drugs, illegal substances including Vapes, alcohol, aerosol sprays or dangerous weapons into the school for use, sale or distribution of the same at any time when school rules apply.
- Serious physical, verbal or sexual assault or the threat thereof of any member of the school community.
- Wilful and serious damage to the school property.
- Breaking the law of the land while in school.

This list is not exhaustive.

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence, at Banagher College these circumstances include:

- The actions of a student in whatever manner brings the name of the school or the reputation of the school into disrepute
- A serious threat of violence against another student or member of staff.
- Actual violence or physical assault
- Supplying illegal drugs to another student in the school
- Sexual assault

16.20 Procedures for Expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation will be carried out under the direction of the Principal.
2. Where the Principal forms the opinion, based on the investigation that a recommendation for expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion.
3. Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal will make a recommendation to the Board of Management to consider expulsion.
4. The Board of Management will consider the Principal's recommendation of expulsion and will arrange a hearing at which the student with their parents/guardians may put forward their case.
5. After the hearing, the Board of Management will deliberate in private in the absence of the Principal, the student and their parents/guardians.
6. The Board of Management will then;
 - Inform the parents/guardians of the student in writing of their decision and the next steps.

○ As required by law, notify the Educational Welfare Officer (EWO) if the Board does decide to expel, in writing of its opinion and the reasons for this opinion. The expulsion cannot take effect for twenty school days from the date the EWO receives the notification.

○ The Board may take steps to ensure that good order is maintained and the safety of students is secured in the school during the twenty-day period.

7. The EWO engages in consultations with all parties.

8. If after the twenty-day period of notification to the EWO has elapsed, the Board remains of the view that the student should be expelled, the Board will formally confirm the decision. Parents/guardians will be notified immediately, and told of their right of appeal and provided with the standard form on which to lodge an appeal

9. A formal record of the decision to expel the student will be made. These procedures are in accordance with TUSLA guidelines available at:

http://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

Please note:

A student that has been expelled from Banagher College is not eligible for enrolment in the school in the future.

16.21 Appeal against Expulsion

A parent/guardian or a student over eighteen years may appeal a decision to expel under Section 29 of the Education Act 1998 to the Secretary General of the Department of Education and Science.

Further details about the appeal process, including documentation, is available on the DES website.

17.0 Review of Policy

The Principal and Board of Management of Banagher College will be responsible for the implementation of this policy.

The policy shall be reviewed periodically, in light of emerging legislation and circulated guidelines from the Department of Education and Skills.

Signature of Student:

Signature of Parent/Guardian: