



CODE OF BEHAVIOUR

FOR STUDENTS

LORETO COLLEGE, SPRINGFIELD PARK,
FOXROCK, DUBLIN 18, D18 FT21

T: +353 (0) 1 2895637
F: +353 (0) 1 2892492

Email: admin@loretofoxrock.ie
Web: loretofoxrock.ie

Truth - Freedom - Justice - Sincerity - Joy

CRN: 20005603

INTRODUCTION

The Code of Behaviour of Loreto College Foxrock has been developed, as required by the Education (Welfare) Act, 2000, section 23, in accordance with the National Education Welfare Board's (NEWB) 2008 document "Developing a Code of Behaviour: Guidelines for Schools". It was drawn up in consultation with all the school partners, including the Board of Management, staff, parents/guardians and students.

The Board of Management in setting out the Code of Behaviour aims to present to students, staff and parents/guardians the norms of behaviour and relationships. Its principles stem from the Mission Statement which highlights the importance of mutual respect in ensuring the right of all to work together in "a caring, enabling, learning community." The school's Anti-Bullying Policy forms an integral part of the framework of this Code of Behaviour.

The policy seeks to encourage responsible, positive behaviour to enable students to "fulfil their God-given potential with integrity, compassion and a sense of humour" not just within the school community, but also in order to assist them in developing the ability to becoming a caring, trusted member of society: "in the generous pursuit of a just world".

Aims

The aims of the Code of Behaviour are:

- to create a safe and caring environment conducive to effective teaching and learning by promoting a sense of mutual respect amongst all members of the school community
- to promote good behaviour and self-discipline crucial to the development of the young person
- to make all members of the school community aware of their responsibilities as well as their rights and to understand why the Code is important and their part in making it work
- to ensure that the school's high expectations for the behaviour of all members of the school community are widely known and understood so that all will strive to create an atmosphere that encourages and reinforces good behaviour
- to enable students to develop a sense of personal responsibility
- to maintain a clean and orderly environment
- to outline the strategies to be used to prevent behaviour that falls short of expectations and to outline the structures of fair, consistent and agreed sanctions that will be used in response

Restorative Practice is at the core of our school's policy. This is a process whereby students are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. It gives the students an opportunity to take responsibility for their own behaviour. Restorative practice may be used by Year Heads, Guidance Counsellors, Tutors and class teachers.

Rules of the School

The school's rules are drawn up in accordance with the stated aims of this Code of Behaviour. Students of Loreto College Foxrock are expected to observe the Code of Behaviour at all times while on school property, while travelling to or from school, while participating in any school-related activity and whilst identifiable as a member of the College.

ROLES AND RESPONSIBILITIES

Board of Management

The Board of Management is the decision making body of the school and has a key role in the development and operation of the Code of Behaviour. All policies are developed with the authority of the Board of Management and must have the approval of the Board before becoming official school policy. While the Board of Management is not involved in the day-to-day procedures, it is the body to whom parents/guardians and students over 18 can make an initial appeal in cases of suspension or expulsion.

Parents/Guardians

The co-operation of parents/guardians is considered fundamental to the implementation of the school's Code of Behaviour policy. By enrolling their daughter in the school, parents/guardians indicate an understanding of the rationale underpinning the Code and also their agreement with and support for the aims and ethos of the school.

Students

The school expects that students will at all times do their best to uphold the Code of Behaviour. All students must sign their acceptance of the Code when they enter Loreto College Foxrock and each year in their school journal.

Staff

Loreto College Foxrock acknowledges the role of teachers in the development and operation of the Code of Behaviour. The school recognises that a teacher's main focus is in the area of teaching and learning and that they have a pivotal role to play in behaviour management. The school also acknowledges the contribution of all other staff members in the development and operation of the Code of Behaviour. In particular they have a responsibility to report incidents of misbehaviour and examples of positive behaviour that they witness to the Class Tutor or Year Head. It is also the expectation that staff will issue Incident Report Forms and/or contact home in line with the Code of Behaviour. In keeping with the Dignity in the Workplace Policy and our Loreto ethos of an expectation of mutual respect, all members of staff have a responsibility to model good behaviour and to correct misbehaviour.

1. Respect and Good Manners

It is both kind and thoughtful to treat others with respect. It is expected that students treat their fellow students, staff, all members of the school community and visitors with respect.

Respect can be shown to staff and visitors through courtesy and good manners. They should make way for staff members or visitors on corridors and on the stairs and should open doors to let them pass through first.

Appropriate and respectful behaviour should be displayed during Morning Prayer, school masses, announcements, assemblies and school-related activities.

Students are expected to co-operate with direction and instruction from all staff members while at school and during school-related activities.

Students are required to actively engage with the teaching and learning process and to allow everyone else to participate freely in teaching and learning without hindrance.

Bullying or harassment in any form, including sexual harassment, is a serious breach of discipline and will not be tolerated. Please refer to the College's Anti-Bullying Policy.

2. Punctuality

Students are expected to be punctual to school and classes. In addition to being essential to the efficient running of school, learning to be punctual is an essential life-skill and is expected in the workplace.

If a student arrives late to school her name will be registered as late and she will be asked to register in the 'Sign In' diary. She will be asked to produce a signed note explaining her late arrival or to bring a signed note to school the following day. Failure to do so may incur a sanction.

3. Attendance

Each student is expected to attend school regularly, in accordance with the Education (Welfare) Act 2000 and to attend all classes and activities during the school day.

The VShare attendance system is used by all class teachers to record attendance at each class period. A student may not absent herself from class without permission.

Classes begin at 8.50am. In the event of a student's unexplained absence from this class, text message notification will be sent to parents/guardians.

No student may leave the school at break time. First to Fifth Year students must remain on the school premises at lunch time. Students who are permitted to leave must sign out and sign in again.

In the event of a student's absence from school:

- A note outlining the reason for absence, **written and signed by a parent/guardian** should be given to the Year Head on the day the student returns to school. These notes should be written on the 'Explanation for Absence' section in the student's journal.
- Medical/Dental appointments should be arranged so as not to impinge on class time. However, should a student need to leave the school for an appointment during the school day, she must have parental permission, present a completed 'Permission to Leave' form at the school office, signed by the class tutor or year head, and sign out.
- In the case of illness students should come to the school office. In line with the Mobile Phone and Digital Device Policy, **students may not contact home directly**. Parents/guardians will be contacted by the school so that they can collect their daughter. Students who are ill may not leave the school unaccompanied. Prior to leaving, each student must sign out at the school office.
- Reference should be made to the school calendar prior to arranging family holidays. When it is impossible to avoid missing school the matter should be discussed, in good time, with the Principal.

Unauthorised absence from school (truancy) is a serious breach of discipline.

The school is obliged to report absences aggregating 20 days to the Educational Welfare Services of the Child and Family Agency (TUSLA).

4. School Work (Please refer to the school's Homework Policy for further details)

Students are expected to be adequately prepared for each class. This entails having the correct course material or textbook, completed assigned homework, equipment and P.E. uniform where relevant.

Homework should be recorded in the school journal and be presented neatly and on time.

Academic honesty is central to the work ethic of the school. Students are expected to submit work which is their own composition.

5. School Journal

Each student is assigned a school journal at the beginning of the school year. It is not for the personal use of the student, but is designed to be consulted by parents/guardians and teachers. It is a means of ready communication between school and home.

Students must have their journal with them in class every day and must produce it when requested to do so.

Defacement of the school journal is considered a breach of discipline. Loss or defacement of the journal may incur a replacement fee.

6. School Uniform and Appearance

Full school uniform is obligatory and must be worn to and from school, during school hours and at school functions as directed by the school authorities. On non-uniform occasions, dress should be appropriate to the event.

While wearing the school uniform, students are expected to behave in a manner consistent with the standards set by the College.

It is essential that students maintain a high standard of personal appearance when wearing the school uniform. The uniform should be clean and in good repair.

All items of uniform must be marked clearly with the owner's name.

School shoes, black or brown flat walking shoes (not runners/sports shoes/pumps) must be worn in school and on the way to and from school. Runners may only be worn for sport or P.E, unless a doctor's certificate is provided.

A student may not combine elements of the sports uniform with her school uniform.

The school tracksuit may only be worn in P.E classes and for sports and may not be combined with non-uniform items.

The school jacket is compulsory and is the only jacket that may be worn to and from school.

Hair should not be cut or dyed in unacceptable styles. Hair accessories must be discreet.

The wearing of facial jewellery/body piercing is not permitted. One set of small earrings worn on the earlobes is allowed. A student may also wear a watch and a ring. No other jewellery is allowed.

The wearing of make-up, including nail varnish, false nails, false eyelashes and body art are not permitted.

Non-uniform items may be confiscated.

Persistent disregard for the rules regarding dress and appearance may result in a sanction.

7. Care of Belongings

Each student is responsible for her own property which should be stored carefully in her locker. The lockers are the property of the school and are leased to the students on the understanding that they will be used properly and available for inspection at any time by the school authorities. Students are required to keep their lockers and the locker area clean and tidy.

All belongings must be clearly and permanently marked with the student's name.

Students are advised not to bring unnecessary items of value to school.

Belongings which cause an obstruction on corridors have serious implications for health and for fire safety. Causing such obstructions will be viewed as a breach of the Code of Behaviour.

The School Management is not responsible for the loss, theft or damage to personal belongings.

8. Care of the Environment

All students are expected to respect the environment and property of the school and are therefore expected to play their part in keeping the school and grounds clean, tidy and free from litter. A similar high standard is expected during out-of-school visits and school trips.

Eating is restricted to the lunchroom, the 6th Year common room and designated outdoor areas on the school campus.

Malicious damage, including graffiti, will be dealt with as a serious offence.

Chewing gum is not permitted on the school campus.

9. Health and Safety

All members of the school community have the right to a safe and healthy environment. It is essential that students take very seriously their responsibility for their own safety and for the safety of others.

Students are expected to walk on the right hand side on corridors and stairs in an orderly fashion.

In specialised areas (e.g. Home Economics rooms, the Music room, the Library, science laboratories, computer rooms, P.E areas etc.) all rules relating to these areas must be adhered to.

When accessing the grounds, students are advised to use the pedestrian bridge as required and to give due care to oncoming traffic at the school entrance and exit. Students must use the pedestrian

walkways while entering and exiting the school grounds and must stay within designated pedestrian zones on the school grounds.

Fire Evacuation Drill rules and instructions must be complied with promptly.

Students must not block fire exits.

Fire doors are for fire emergency use only. Designated entrances and exits should be used at all other times.

Tampering with the fire alarm and/or fire safety equipment or any life-saving equipment (e.g. defibrillator) is a very serious offence and will result in immediate suspension.

10. Mobile Phones and Technological Devices

Please refer to the school's Mobile Phone and Digital Device Policy.

11. ICT and Social Media

Please refer to the school's ICT and Social Media Expected Use Policy.

12. Smoking

Smoking is strictly forbidden on the school campus, on school-related activities and while in school uniform. Please consult the Substance Use and Tobacco Smoking Policy.

13. Alcohol and Illicit Drugs

Alcohol and other substances are strictly forbidden on the school campus, on school-related activities and while in school uniform. Please consult the Substance Use and Tobacco Smoking Policy.

PROMOTION OF GOOD BEHAVIOUR

Promoting good behaviour is the main aim of this Code of Behaviour. The quality of the relationships between students and staff has a very powerful influence on student behaviour. We aim to foster an atmosphere of mutual respect and practices that promote positive behaviour and prevent inappropriate behaviour. Good behaviour and a positive contribution to school life, both inside and outside the classroom, may be rewarded. Rewards may be either informal or formal.

Rewards include:

- a quiet word of acknowledgement for a student/group of students by a teacher
- praise for effort, participation or achievement in class
- a Commendation Slip in the student's journal to be signed by a parent/guardian
- a special mention by the Year Head at weekly assembly

- special mention of an individual or group on the daily intercom announcements or the interactive noticeboard
- special mention of an individual or group in newsletters or on the school website
- selection as member of the student Leadership team
- awards/certification at the annual Prize-Giving ceremony

RESPONDING TO INAPPROPRIATE BEHAVIOUR

In Loreto College Foxrock we understand on occasion, students may fall short of what is expected of them in terms of behaviour. The school favours a restorative approach to discipline – we help the student to recognise the effect their behaviour has on other people and in so doing students can take responsibility for their behaviour and make the appropriate amends. Students will be helped to understand that they have choices regarding their behaviour and that choices have consequences.

Interventions and Sanctions:

The school has an agreed ladder of referral in response to inappropriate behaviour. In helping students to change their own behaviour, there are three levels at which intervention may take place or sanctions may be imposed. These are used to set boundaries and to help students learn that certain types of behaviour are unacceptable. These 'Levels of Intervention' grids are intended as a reference guide and are not necessarily prescriptive. In the context of the Loreto ethos, the school reserves the right to take into consideration relevant information when deciding on appropriate interventions and sanctions.

Appendix 1

LEVELS OF INTERVENTION:

Level 1: Low Level Disruption dealt with by Classroom Teacher

Desired Behaviour	Level 1: Low Level Disruption Possible Interventions where desired behaviour is not met
<ul style="list-style-type: none">- Show respect for people and property- Be punctual- Bring all relevant equipment/uniform- One voice- Listen- Co-operate- Do your best to learn- Respect the right of others to learn- Follow school rules- Complete homework- Attend all classes- Show kindness in words and action	<ul style="list-style-type: none">- Verbal warning- Extra work- Note in journal to be signed by parent/guardian- Reminder of agreed rules- Move seat- Explanation of expected behaviour- Confiscation of mobile phone (see Mobile Phone and Digital Device Policy)- Incident Report form (Green Slip) completed by staff member and signed by student and parents/guardians- Detention in consultation with the Year Head- Confiscation of jewellery or other non-uniform items- Withdrawal of privileges- Inform Tutor/Year Head of behaviour

Breaches within the classroom may include *:

- Late arrival to class
- Failure to bring relevant equipment
- Use of mobile phone/unauthorised personal equipment
- Disruptive chatting/behaviour
- Failure to complete work/homework
- Chewing gum
- No journal
- Eating and drinking in the classroom
- Disrespectful or inappropriate attitude or comments
- Defacement of school journal or property
- Littering

Breaches outside classroom may include (to be dealt with by the staff member who encounters them)*:

- Incorrect uniform/nail varnish
- Out of class without 'corridor pass'
- Littering
- Bad language
- Inappropriate behaviour on the corridor (for example pushing/pulling)
- Use of mobile phone/unauthorised personal equipment

***Please note these lists are not exhaustive**

Level 2: Mid-Level Disruption dealt with by the Year Head and/or Class Tutor as part of a whole school approach

Key concepts: Persistence, Intentionality or Escalation

Student behaviour is purposeful, planned and/or deliberate and may also have received repeated behaviour interventions

Desired Behaviour	Level 2: Mid-Level Disruption Possible Interventions where desired behaviour is not met
<ul style="list-style-type: none"> - Show respect for people and property - Be punctual - Bring all relevant equipment/uniform - One voice - Listen - Co-operate - Do your best to learn - Respect the right of others to learn - Follow school rules - Complete homework - Attend all classes - Show kindness in words and action 	<ul style="list-style-type: none"> - Explanation of expected behaviour - Restorative Practice - Incident Report form (Green Slip) completed by staff member and signed by student and parent/guardian - Note in journal to be signed by parent/guardian - Parents/Guardians contacted through journal, phone call, letter - Meeting with parents/guardians - 'Put on Report' – daily monitoring - Consultation with Year Head - Consultation with Guidance Team where it is deemed helpful and/or appropriate - Formal/Written apology where appropriate - Detention

Breaches within the classroom may include*:

- | | |
|---|--|
| <ul style="list-style-type: none"> - Skipping classes - Intentionally teasing and taunting - Intentionally defying - Careless damage to property of school, staff or students - Verbal and physical disrespect | <ul style="list-style-type: none"> - Inappropriate behaviour on the corridor (for example pushing and/or pulling) - Continued breaches at Level 1 - Bullying - Throwing items across the classroom |
|---|--|

Breaches outside classroom may include *(to be dealt with by the staff member who encounters them):

- Continued breaches at Level 1

***Please note these lists are not exhaustive**

Level 3 : High Level Disruption dealt with by Year Head, Deputy Principal and/or Principal as part of a whole school approach

Key concepts: Persistence, Intentionality or Escalation

Student behaviour is purposeful, planned and/or deliberate and may also have received repeated behaviour interventions

Desired Behaviour	Level 3: High Level Disruption Possible Interventions where desired behaviour is not met
<ul style="list-style-type: none"> - Show respect for people and property - Be punctual - Bring all relevant equipment/uniform - One voice - Listen - Co-operate - Do your best to learn - Respect the right of others to learn - Follow school rules - Complete homework - Attend all classes - Show kindness in words and action 	<ul style="list-style-type: none"> - Parents/Guardians contacted by letter/phone call/meetings - Consultation with the Guidance Team where it is deemed helpful - Consultation with Year Head, Deputy Principal and or Principal - Restorative Practice - Removal from scheduled timetable where deemed appropriate - Suspension (external) (please refer to Suspension and Permanent Exclusion Policy on the school website) - Fine/repair - Permanent suspension/expulsion (please refer to Suspension and Permanent Exclusions Policy on the school website) - Referral to external agency - BOM involvement

Breaches within and outside the classroom may include*:

- Showing disrespect to fellow students, staff members or any member of the school community, including school visitors
- Behaviour(s) that may harm the reputation of the school
- Discriminatory behaviour
- Serious or repeated physical or verbal intimidation
- Assault/fighting
- Possession/Distribution of alcohol/drugs/pornography/weapons
- Theft
- Deliberately damaging property of school, staff or students
- Smoking
- Persistently skipping classes
- Blatant refusal to follow instructions
- Absence “without leave” for all or part of school day (external and internal)
- Continued breaches at Level 2
- Making an audio or visual recording of any activity within or outside school which is of a school-related nature without explicit permission
- Tampering with fire alarm and/or fire safety equipment or life-saving equipment (e.g. defibrillator)
- Misuse of Information Technology or IT equipment

***Please note this list is not exhaustive**

Appendix 2:

INCIDENT REPORT FORMS

- Incident Report Forms (Green Slips) are issued to students where desired behaviour is not met. They are contained within the Student Journal and are dated upon issue.
- The aim of the form is to help the student to recognise the effect of her behaviour and to look at strategies for improvement.
- An accumulation of Incident Report Forms is regarded as a growing issue for a student. It may highlight difficulties a student is having in relation to organisation, punctuality, behaviour, for example. The issue highlighted by these should be addressed by the Tutor and Year Head and appropriate sanctions or supports applied according to the needs of the student.
- Parents/Guardians are asked to sign the form in the journal to acknowledge their awareness of the misconduct. They are asked to discuss strategies for improvement with their daughter.
- With regular review of journals, Incident Report Forms should be discussed with the Tutor.
- Following the receipt of 5 Incident Report Forms, the student will be referred to the Year Head. Parents/Guardians will receive written notification in the student journal of their daughter's behaviour. Parents/Guardians may discuss the inappropriate behaviour with the Year Head. Appropriate sanctions may apply.
- Following the receipt of 10 Incident Report Forms, the student is referred to the Year Head to look at ways to break the pattern of inappropriate behaviour. Parents/Guardians will receive written notification of their daughter's behaviour in the student journal. Parents/Guardians may discuss the inappropriate behaviour with the Year Head. Appropriate sanctions may apply.
- Following the receipt of 15 or more Incident Report Forms, the student will be referred to the Year Head. Parents/Guardians will receive written notification of their daughter's behaviour with a reply slip which must be signed and returned to the Year Head. Parents/Guardians may be requested to meet with the Year Head, Deputy Principal and/or Principal to discuss the matter. Appropriate sanctions may apply.

CONCLUSION

The Code of Behaviour is reviewed and updated on a regular basis at least once in every five years. All revisions, having received the approval of the Board of Management, are communicated in writing to all members of staff, students and parents/guardians.

This policy was ratified by the Board of Management on 24th April 2017.

This policy was ratified by the Board of Management on Monday 2nd March 2020

Chairperson's Signature: _____

Brian Cannon
Chairperson

To the Parents/Guardians:

Please sign here when you have read through the Code of Behaviour for Students and explained any difficult points to your daughter. Your support is essential in maintaining the ethos of the school. By signing you are agreeing to accept the school's Code of Behaviour.

Signature of Mother/Guardian: _____ Date: _____

Signature of Father/Guardian: _____ Date: _____

To the Student:

Thank you for taking the time to read through this section. Please sign below to confirm that you have read and accept the guidelines.

Student's Signature: _____ Date: _____

To the Class Tutor:

Please sign here when you have read through the Code of Behaviour with your tutor class and when a parent/guardian and the student have signed above.

Tutor's Signature: _____ Date: _____