



Loreto Secondary School, St Michael's
64370T

Code of Behaviour

A school centred around respect

Here in St Michael's we provide a happy and secure student-centred place of learning. Inclusivity, respect, kindness and encouragement are central to everything we do.

Review

The effectiveness of our code of behaviour will be monitored by the Principal and Deputy Principals on a continuing basis and will be reviewed every 2 years, when needs arise or upon publication of any relevant government guidelines

Ratification

Paschal Marry

Paschal Marry
Chairperson, Board of Management

18th May 2023
Date

Maria Harney

Maria Harney
Principal

18th May 2023
Date

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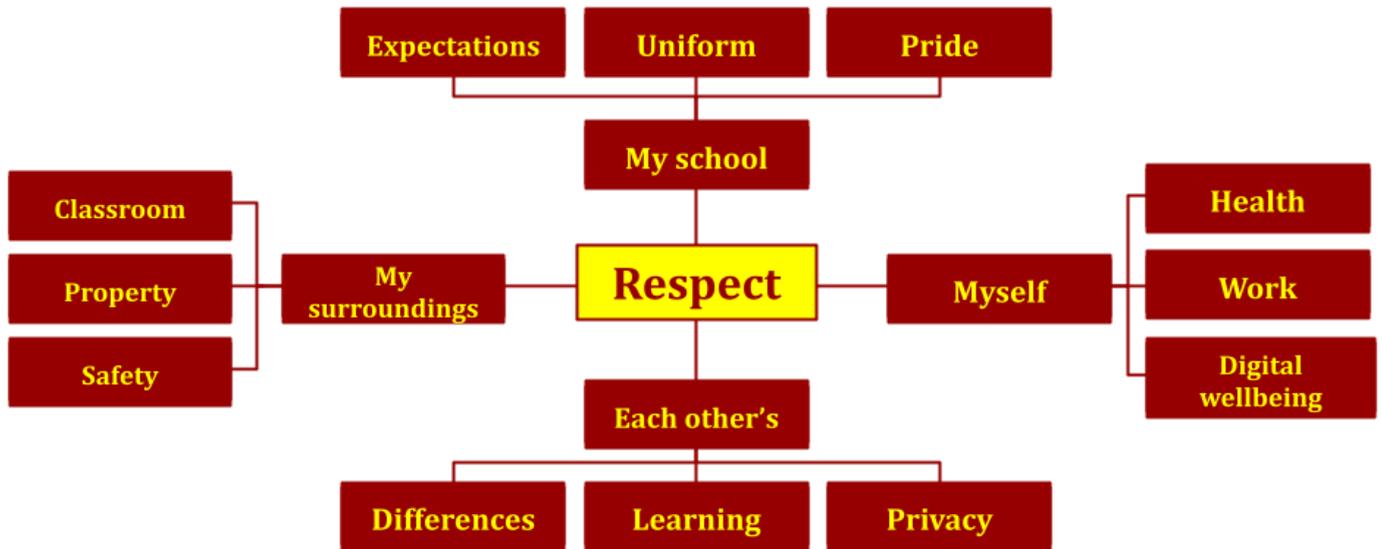
Philosophy

St Michael's promotes not only the traditional values of Mary Ward in which it is *rooted* but also those values needed for an education that is *responsive* and *relevant* to the present reality and to the future.

Together as a school community our students, parents and teachers agree on, and set high expectations in order to be our best selves in everything we do as we grow and learn together. Our expectations are rooted in the values of Mary Ward on which the foundations of our school were founded in order to create a nurturing environment in which we support each other to meet these expectations and take responsibility when we do not.

St Michael's recognises and values the variety of differences that exist between our students and the need to accommodate these differences wherever possible within the confines of our large community and with that in mind these expectations of behaviour are designed to support our students to develop their life skills in taking responsibility for themselves and caring for others, which is essential for a happy life.

A School Centred Around Respect



Our expectations for behaviour have their foundations in creating a community of respect and unconditional positive regard for each other. This forms the basis of all our decisions and approaches, informing our actions in the school community and beyond.

My School

Expectations

Students of St Michael's have a responsibility to uphold the Loreto values through their everyday interactions and to be proud of belonging to the Loreto Secondary School, St Michael's community. Using the the Loreto compass to guide them students should;

1. Be kind
2. Live the values of truth, justice, sincerity, freedom and joy everyday both inside and outside school
3. Think and act justly towards others
4. Engage with their learning in the classroom and seek to contribute positively.
5. Embrace and affirm diversity.
6. Take ownership of their learning, seek out new and innovative ways of solving problems.
7. Engage safely and ethically with social media.
8. Be an agent of positive change
9. To be respectful of their school, their surroundings, themselves and each other.

Uniform

A dress code helps the school community to promote the school's ethos, relationships, policies, procedures and practices that encourage equality.

St Michael's hugely values and fosters an individuality which is not dependent on external jewellery, clothing or hair styles but which is manifested in the development of independent thought processes, articulate voices and informed decision-making in relation to behaviours. The uniform is designed therefore not to showcase individuality, personal taste or friend group preferences nor to highlight the differences in financial or societal circumstances of the wearers but rather to ensure maximum inclusivity of all students through agreed sameness.

Full uniform is obligatory. Students are required to wear the school uniform at all times when in school, travelling to and from school and when representing the school at events. On non-uniform occasions, dress should be appropriate to the event. Specific uniform details can be found below and in the school's uniform policy.

Official School Uniform

- a. *White Uniform Shirt* - of reasonable quality and non-transparent when worn without jumpers or blazer.
- b. *Official school tie* - this must be worn when the student chooses not to wear a jumper
- c. *Official school jumper with crest*
- d. *Official school skirt or trousers*
- e. *White socks or black tights* - Standard socks only, no visible logos permitted
- f. *Suitable **flat** black or brown school shoes (no runners, boots or pumps)*
- g. *Official school jacket (for outdoor use only)*
- h. *Official school blazer (optional)*
- i. *Scarf (Wine, Navy, White, Black or Green) - (outdoor use only)*

PE Uniform

- a. School tracksuit
- b. School Shorts
- c. White cotton collared shirt (no visible logos permitted)
- d. Appropriate footwear. For health and safety reasons, fashion trainers that do not offer adequate support such as, for example, converse and Vans, are not allowed in PE.

Jewellery should be simple, safe and in keeping with the uniform. Students are permitted to wear two pairs of discreet earrings and one small chain. No visible facial jewellery is allowed.

Only natural hair colouring and make-up are permitted, students will be asked to remove makeup and tan considered excessive. Hair accessories must be discreet and in line with the colour of the school uniform. Hair should not cover students' eyes as it impedes communication. Students may be requested to tie their hair back in some practical subjects for health and safety reasons.

No visible **permanent** tattoos are permitted

Nails should be an appropriate length. For both health and safety, hygiene and work reasons false nails and nail jewellery are not permitted

Hijabs and other headwear must be plain black, wine or white only in order to complement the uniform. These should be neat and no longer than shoulder length, otherwise, tucked in at the neck of the jumper

School Pride

As part of the wider community, we have high expectations for good behaviour not only during the school day but also travelling to and from school. While in uniform students are ambassadors for the school, it is therefore important that they take pride in what the Loreto crest stands for and represents. Students are expected to abide by our schools code of behaviour at all times.

As they would in any other circumstances students are expected to show respect to the people and property in their community. As a school, we continually strive to reinforce the expectations of our students outside of school.

Examples of positive behaviour that we encourage include:

- Respecting the rules of the road and other commuters when travelling to and from school
- Queuing in an orderly and respectful manner
- Being aware of the noise levels produced
- Clearing up any litter that may have been produced
- Being polite when speaking to others

Myself

My Health

Loreto Secondary School, St Michael's recognises the impact of the misuse of substances, illegal or otherwise and activities deemed illegal or hazardous have on the physical and mental health of our students.

The wellbeing of students is at the forefront of all school decisions, in recognition of this the Loreto Secondary School, St Michael's takes a zero tolerance approach towards the use, possession or distribution of any substance deemed hazardous to health or illegal.

Loreto Secondary School St Michaels through the normal curriculum and additional school activities provide information on the dangers of smoking, vaping, alcohol and illegal substances to students. In the best interest of their own health and safety students must remove themselves immediately from situations where any of the above are taking place. Whether found in possession or not, students in the immediate vicinity of an incident or suspected of smoking, vaping, alcohol consumption or substance abuse can be sanctioned.

Loreto Secondary School St Michael's is a clean air campus. Smoking or Vaping on school grounds or in the school building is strictly forbidden.

Smoking

The use of tobacco products by any student in the school buildings, grounds or the immediate environment of the school is strictly prohibited. Students are not permitted to smoke coming to or from school, when on school business or when in school uniform.

Vaping

Vaping is the act of inhaling and exhaling aerosol or vapour produced by an electronic device such as an e-cigarette, vape pen or pod. Vaping can harm the lungs, brain and heart, and expose users to nicotine addiction and other chemicals. Vaping can also pose a fire hazard and damage school property.

The use of e-cigarettes or ‘vaping’ products/paraphernalia by any student in the school buildings, grounds or the immediate environment of the school is strictly prohibited. Students are not permitted to use e-cigarettes or Vape coming to or from school, when on school business or when in school uniform.

Loreto Secondary School St Michaels reserves the right to suspend pending an investigation any student or students involved in or associated with smoking or vaping.

Alcohol

The use, possession, sale or distribution of alcohol in school and at all school based events and school related activities is prohibited. Any student found in possession of alcohol will be suspended pending an investigation.

Illegal / Hazardous Substances

The possession, use or distribution of illegal substances is forbidden in the school, on its grounds and at all school related activities. Students face sanctions at the highest level up to and including expulsion if they are found using, under the influence of or supplying any hazardous substances illegal or otherwise. The school, when necessary, will report such incidents to the Gardaí.

Any student who becomes aware that another student is under the influence of, in possession of or supplying illegal substances, must report it immediately to the Deputy Principal or Principal.

My Work

Our school is a place of learning. In order to get the best from the wide variety of learning opportunities available in my school I will:

- Arrive to class on time
- Be prepared for class
- Have my journal out and available for use
- Keep my journal neat, tidy and up to date, it is my responsibility to ensure my journal is signed by a parent or guardian every week
- Be attentive and respectful in class
- Take note of and complete homework by the due date
- Do my best at all times

My Digital Wellbeing

St Michael's recognises that access to technology in school gives students, parents and teachers greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills.

The restriction on the use of non-sanctioned technology in school is designed with our students' physical, emotional and mental wellbeing in mind. Providing our students with '*digital downtime*' allows them to engage fully in school life, giving them the opportunity to maximise face to face interaction with other members of the school community and develop their social skills.

On the use of mobile phones

In line with the schools *Electronic Device Policy* Mobile phones must be powered off when in the school building and placed in lockers during the entire school day from arrival on to departure from the school building.

When a student has expressly been given permission by a teacher to use the device for a specific school activity for a limited period of time the device must immediately be switched off and returned to the locker afterwards.

Contact between students and parents in case of an emergency should be made through the school office at (046) 902 3830.

On the use of additional electronic devices

The use of non sanctioned additional electronic devices for communication purposes during the school day including wireless and/or bluetooth enabled devices such as smart watches or earbuds are not allowed during the school day. To support screen down time the use of handheld gaming devices are prohibited.

The penalty for being found in possession of a mobile phone or communication via an additional device on school grounds during the school day is confiscation of the device for a minimum of 24 hours and a detention.

On the use of social media

The use of social media platforms is restricted on the school network. Outside school hours students are expected to show the same respect to other members of the St Michael's community online as they would in face to face engagement with that in mind students may not

- engage in activities involving social media which might bring St Michael's into disrepute
- represent their personal views as being those of school or any member of staff on any social media platform.
- share without prior permission any photographs taken on school property or at school activities/events.
- engage in any online activity that breaches the schools Anti Bullying Policy. Breaches of the Anti Bullying policy via social media platforms will incur consequences as per the anti bullying policy and code of behaviour.

The school strongly recommends to parents that any incident involving their child and the sharing of sexually explicit content be reported to the Gardai.

My Surroundings

Classroom

In our classrooms we aim to establish a safe environment that provides students with the opportunity to grow and develop both personally and academically. To help us achieve this we ask students to:

- Always step back to allow fellow students and teachers to leave the room before entering
- Enter class in an orderly fashion
- Sit where assigned by your teacher
- Bags can be a tripping hazard; students should place bags under their desks, with straps faced inwards.
- Only take water during class. No other foods or drinks are allowed.
- Do not interfere with or damage in any way any furniture, ICT equipment or any other equipment in the classroom
- Do not litter in class and remove litter when requested by your teacher
- Ensure your desk area is tidy and the chair is placed underneath ready for the next student to use
- Be respectful and mindful of fellow students' work by not interfering with any of the work on display
- Leave the room in a safe and orderly fashion

Property

Our school is situated in beautiful surroundings. In order for everyone to benefit and fully enjoy it we ask:

- Students do not eat or drink while walking in the corridors as this can result in food and drink being dropped or spilled on the corridor. This is a health and safety risk. For this reason food and drinks should be consumed in specified eating areas only.
- Students are responsible for removing litter from their eating area when finished .

- Students should never walk past a piece of litter, we ask they pick it up and put it in the litter / recycle bin, this will help to keep our school and grounds clean and tidy
- If a student moves a piece of furniture to use, they should return it when they are finished
- Students should keep their lockers locked, free of food and tidied regularly. This will help to keep possessions safe and in good order
- Students must not damage school property or deface it with graffiti
- If you see an item of school property is damaged report it to a teacher or Year Head.
- Chewing gum is prohibited at all times as it can damage property when not disposed of correctly
- Students must be mindful of the fact that we share our grounds with other non-school members of our Loreto community. Students must respect the property and privacy of our neighbours.

My 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. The following rules are in place to keep everyone safe.

Coming and Going to School

- For health and safety reasons students whereabouts must be accounted for via the VsWAre system at all times.
- Students who arrive late must sign in through the office.
- Students who need to leave school early must have the prior permission of their Yearhead and their parent or guardian.
- All students, regardless of age, must sign out through the reception.
- Students may not leave the school grounds for any reason during the school day without permission

On the corridor

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

- When waiting to enter a classroom, line up in an orderly manner on one side of the corridor so as not to impede other teachers and students getting to class
- Food and drinks when carried on the corridors pose a health and safety risk; students should not eat or drink while walking on the corridors. Hot food and drinks must be covered while being brought from the canteen to said area.

In Classrooms

- 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.
- Students should not tamper with or use any equipment in class without permission
- We are fortunate to have large open areas to enjoy. However, students must stay in designated supervised areas for their own safety.
- If there is no teacher in the room the classroom door must be left opened.

Supervision

- For health safety students whereabouts must be accounted for at all times. Students may not be out of class without permission. At other times students are only permitted in designated social and eating areas.
- Students should not enter any room or out of bounds area in the school without permission.
- When asking for permission to visit the bathroom, lockers or other areas of the school during class students must have written permission from their teachers in their journal and must carry their journal with them.
- Under no circumstances should students leave the school grounds without permission.

School Grounds

- We encourage students to walk or cycle to school however as we are a large school community there is frequently a lot of vehicle traffic on school grounds. For their own safety students must only walk on designated paths or routes and should not walk across high traffic areas such as car parks.
- To keep everyone safe and to avoid a build up of traffic we ask if possible that students ensure they are dropped off and picked at designated areas only.
- Students may not park their cars on school grounds.

Safety Equipment

- Tampering with the fire alarm and/or fire safety equipment or any life-saving equipment (e.g. defibrillator) is a very serious offence
- Fire Evacuation Drill rules and instructions must be complied with promptly.

Other Unsafe Behaviours

- Students may not bring any weapons, imitation weapons or offensive/dangerous materials on to the school premises
- The assault or intimidation of any member of the school community will result in immediate suspension with future sanctions up to and including expulsion.

Each Other

In St Michael's we value our relationships and actively seek to build positive and healthy relationships across our school community that support our wellbeing.

Differences

Bullying is the ultimate breach of respect. Bullying is an act of repeated aggression, verbal, psychological or physical attacks conducted by an individual or group against others and has no place in this school.

Every individual has the right to be treated with respect, tolerance, understanding and in a just manner. Bullying behaviour, by its very nature, may cause personal psychological harm and damage to the educational process.

Students must respect each other's personal space.

Bullying will be dealt with in accordance with our *Anti-Bullying Policy*. We actively encourage any student who considers that they are being harassed to report the matter immediately to any member of staff.

Learning

Attendance and Punctuality

Good punctuality is a sign of respect and courtesy to your teachers and fellow students. Being late for school can lead to students missing out on valuable learning opportunities and be a cause of unnecessary stress.

- Students should make every effort to arrive at school no later than 5 minutes before the start of first class in order to prepare their books and locker for the day's classes.
- If a student arrives into school late they must sign in via the office
- Students should move directly from one class to the next. Stopping at lockers delays students getting to class and disrupts learning and **is not permitted**. Lockers should only be accessed before school, during small breaks, lunch-time and after school. Adhering to these times assists students in arriving punctually for class. Students instructed to move on to class must do so immediately, refusal will incur consequences as per the code of behaviour.

While in class

By working together we can all achieve our potential both in learning and in life. Our classrooms are places of learning. We expect our students to live our values in the classroom, ensuring the needs of all are met in order to get the best out of our learning opportunities.

To assist with this students are expected to:

- Behave in a manner that assists the teacher to teach and fellow learners to learn.
- Take out all the equipment you need at the start of class to avoid distraction or disruption to others.
- Follow the instructions of your teacher which are given to help you and your classmates learn.
- Be good listeners, listen to each other and to your teacher.
- Be supportive of your classmates, allow them to ask questions and make comments without judgement.
- Do not distract from the learning taking place but to contribute to it.
- When working in groups be mindful of your classmates, don't interrupt, and take turns.
- If you do need to leave during class time, you may do so with a suitable note or your teacher's permission.
- When asking for permission to visit the bathroom, your locker or other areas of the school during class time have your journal ready for the teacher to sign in order to minimise disruption.
- Your school journal is an important link between home and school. It should be kept up to date, neat and tidy.

Privacy

The classrooms are a safe space where students should feel free to express their views as part of their learning experiences. To maintain this students should not

- The taking of photographs on school property without permission is prohibited
- Sharing or commenting on the content of any in class discussions or school based activities in a disrespectful or demeaning manner
- Use social media and the internet in any way to harass, insult, abuse or defame students, their family members, staff, guest speakers and other members of the St Michael's School community.
- Discuss personal information about students, staff and other members of the St Michael's school community on social media.

For privacy and data protection reasons the area around a teacher's desk, offices, meeting rooms and any area that is not a classroom or designated social area is strictly out of bounds to students.

Roles and Responsibilities of Members of the St Michael's Community

At St Michael's we believe the promotion and modelling of positive behaviour and relationships is the responsibility of the entire school community (Boards of Management, Principals, teachers, other school staff, parents and students), all of whom have responsibilities at different levels for behaviour in the school.

Parents can support positive relationships between home and school by:

- Being interested in their child's learning
- Understanding and supporting school procedures
- Being willing to support activities related to school
- Being aware of their child's role within the community
- Being aware of their child's progress and school work by regularly checking and signing the school journal
- Supporting the school's use of Restorative Practice.
- By ensuring their child is ready for the school day by:
 - Being punctual
 - Being dressed appropriately
 - Having correct equipment
- Communicating with staff by
 - Reading and responding appropriately to school communications
 - Making appointments to see staff about concerns where necessary
 - Providing up to date emergency contact numbers
 - Attending parents evenings and school meetings
 - Informing the school of appointments, lateness or absence by providing a note in the school journal / school app.

Classroom teachers

Classroom teachers support positive behaviour at a classroom level by building a positive and inclusive atmosphere that is at all times inclusive and consistent. This is achieved by:

- Modelling the values and behaviours of our school community
- Building positive learning relationships in the classroom
- Implementing appropriate teaching strategies and mixed methodologies to enable all students to achieve their potential
- Consistently leading the restorative process in their classrooms in a fair and helpful manner

The classroom teacher looks for every opportunity to recognise and acknowledge positive contributions by students to the classroom environment. These can take the form of:

- Displaying work in the classroom
- Words of encouragement and praise
- Notes, stamps or stickers in journals acknowledging positive contributions in class
- Positive message to class tutor and/or Year Head

In the event of a breach of respect within the classroom, the classroom teacher will reason with the student and take actions to help them understand the consequences of their actions and give them guidance on how to improve. Further information on this can be found in the 'when things go wrong' section of the document.

Tutors

Class Tutors are caring, dependable, conscientious and trustworthy. They are at all times the advocate for the students. They lead their class group through the school. They build good working relationships with parents/guardians and communicate with them in the best interests of the students.

Tutors support positive behaviour by:

- Implementing and following through on the Code of Behaviour using our RP approach.
- Have regular checks on uniform/ school journals/attendance - encouraging students.
- Liaising with staff, year heads, parents, students
- Weekly check of School Journals
- Referring students to their Year Head to scaffold and seek support where necessary

Year Heads

Year Heads support the personal and academic growth of the students by:

- Monitoring students' progress and meeting with relevant staff to ensure their year group has the best possible learning experience
- Providing appropriate and relevant information to colleagues on students' backgrounds in order to best support the students
- Report concerns about students to the SEN Department, Student Support Team, Deputy Principal and/or Principal
- Model restorative values, language and processes

- Build, maintain and repair positive learning relationships across their year group
- By identifying (in conjunction with classroom teachers, tutors and parents) possible conflict situations and support all involved to approach the conflict restoratively
- Setting and maintaining appropriate standards of dress, good punctuality and attendance
- Holding regular assemblies with their year group

As with the classroom teacher, the Year Heads look for every opportunity to recognise and acknowledge positive contributions by students to school life. Examples of this include:

- Words of praise and encouragement to individual students, class groups
- Recognition of an individual, class group's or year group's achievements at assemblies.
- Phone call or note home to parent or guardian home to acknowledge positive contributions to the school community

The following supports and/or sanctions may be taken by the Year Head in the event of referral for a serious breach of the school code of respect, escalations of classroom incidents or if breaches are observed by the Year Head directly:

- Referring for peer mediation/counselling/ Student Support Team/SET Department
- Counsel/warn/impose sanction/note in Journal
- Liaison with parents/guardians
- Placing a student "On-Report"
- Requesting a Parent/Guardian Teacher meeting
- Placing pupil on detention

Principals and Deputy Principals

The main role of the Deputy Principals and Principal is to implement the Code of Behaviour, Anti-Bullying Policy and other relevant policies. This involves

- Handling disciplinary, pastoral or progression issues referred by Year Heads
- When appropriate liaise and meet with parents
- Referring students to counselling/ Student Support Team /SET Department where appropriate
- Referring students to relevant authorities, including the Gardaí where appropriate
- Referring the behaviour of a student to the Board of Management.

Suspension

The Principal has the authority to impose suspensions, subject to the parents' right of appeal to the Board of Management against the decision. The decision to suspend a student will be taken only if a serious breach of discipline has occurred and/or all other disciplinary measures have failed. See schools suspension policy for further details.

Expulsion

A pupil may be recommended for expulsion by the Principal to the Board of Management. In the event of a pupil being recommended for expulsion, the parents/guardians, or the pupil themselves if they are 18 years of age or over, will be provided with the right of appeal as specified in Section 29 of The Education Act 1998.

Involving An Garda Síochána

Where allegations of criminal behaviour are made about a student, these will be referred to the Gardaí who have responsibility for investigating criminal matters.

When things go wrong

In our school we take a Restorative Practice approach towards resolving conflict. Within this framework, the emphasis is on restoring relationships rather than on exacting punishments. The building, nurturing and repairing of relationships is a key issue in supporting learners in schools. Restorative justice focuses on finding an acceptable way forward for all the parties involved in a dispute.

We recognise that there are three distinct approaches to resolving conflict:

1. Use restorative justice questions

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

2. Negotiation:

The students are taught the skills needed to negotiate with others in times of conflict. We teach the students to clearly and directly communicate if another student or a member of staff is behaving in a way that is upsetting them.

The students are encouraged to say 'Stop' if someone is teasing them or annoying them in any way.

We see this assertive communication as a very important step in each child's personal development. Through our SPHE programme students are asked to take four steps if they find themselves in a conflict situation. (i.e. Stop, Ask, Listen, Talk) We also discuss conflict resolution in our Ethics lessons.

3. Mediation:

Mediation is regularly used to help students to resolve conflict. The mediator helps the students in a dispute to resolve their differences amicably and aims to create 'win-win' solutions. Mediators encourage the students to communicate their feelings and to give an account of what has happened. In the mediation process students are encouraged to listen and to understand the situation from both sides. Mediators must be impartial and as non-judgemental as possible.

4. Arbitration:

Unfortunately, not all conflicts are resolved through negotiation and mediation. Sometimes conflicts are resolved through arbitration where the teacher or principal intervenes and decides whether sanctions are necessary to end a conflict.

Responding to Inappropriate Behaviour

In Loreto St Michael's 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 students 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. The ultimate aim of interventions is to restore and repair the relationships damaged as a result of the students actions.

In order to establish a common understanding and consistent response the Code of Behaviour classifies breaches of expectations and interventions into three levels based on the degree of disruption caused by the misconduct.

It should be noted that serious breaches of expectations will be immediately dealt with under Level 3 interventions.

Levels of intervention

Level 1 - Low Level Disruption dealt with by Teacher within the classroom or by all members of staff if breaches are observed outside the classroom.

Expectations	Example of breaches of expectations*	Example of interventions (one or more may be applied)
<ul style="list-style-type: none"> ● Always try to do your best and take pride in your work ● When things go wrong cooperate with those who are trying to help you make things better ● Show kindness in your words and actions both in person and online ● Respect each other's differences and never bully ● Respect the rights of others to learn without disruption ● Always be prepared for class ● Be punctual and attend all classes ● Always speak and listen in a polite and respectful manner ● Conduct yourself safely and be aware of the safety of others ● Be in full uniform and follow the requirements for hair, makeup and accessories ● Respect school property, your property and the property of others ● Tidy up after yourself ● Respect your physical health by abiding by the school policy on illegal substances 	<ul style="list-style-type: none"> ● Uniform incorrect or incomplete (including hair and make-up)* ● Disruptive behaviour (excessively noisy or boisterous) on corridors* ● Behaviour that disrupts the learning of others in class* ● (Indirect) use of bad language ● Littering* ● Late for class without good reason ● No journal or Journal not being used* ● Homework not completed* ● Equipment not brought to class (books, copies, gear etc.)* ● Misuse of IT equipment ● Use of IT equipment without permission ● Out of class without permission ● Unsecured locker.* ● Not following instructions ● Behaviour that disrupts the learning of others. ● Parking car on school property ● Failure to attend detention 	<p>*In these situations students will be given an opportunity to immediately resolve the breach via</p> <ul style="list-style-type: none"> ● Restorative conversation with teacher ● Reminder of agreed rules ● Explanation of expected behaviour <p>If a student cannot or will not resolve the situation, interventions apply as below.</p> <ul style="list-style-type: none"> ● Negative -1 point applied ● Extra work assigned in order for the student to 'catch up' on work missed due to disruption. ● Student is moved to another place in the room to remove from distraction ● Student assigned a temporary role in order to repair the situation eg. Tidy equipment / area / assist a teacher for a short time during lunch break ● Temporary withdrawal of school privileges ● Phone Call to parent ● Check and Connect ● School Guidance ● Weekday Afterschool Detention - for 5 points in one week or 8 points per half term # ● Weekend detention

Level 2 - Mid Level Disruption dealt with by teacher tutor and Year Head as part of a whole school approach

Expectations	Example of breaches of expectations*	Example of interventions
<ul style="list-style-type: none"> ● Always try to do your best and take pride in your work ● When things go wrong, cooperate with those who are trying to help you make things better. ● Show kindness in your words and actions both in person and online ● Respect each other's differences and never bully ● Respect the rights of others to learn without disruption ● Always be prepared for class ● Be punctual and attend all classes ● Always speak and listen in a polite and respectful manner ● Conduct yourself safely and be aware of the safety of others ● Be in full uniform and follow the requirements for hair, makeup and accessories ● Respect school property, your property and the property of others ● Tidy up after yourself ● Respect your physical health by abiding by the school policy on illegal substances 	<ul style="list-style-type: none"> ● Use of mobile phone* ● Skipping classes but remaining on school grounds ● Intentionally teasing and taunting ● Intentionally defying or failing /refusing to following instructions from teachers or any member of staff ● Showing disrespect to fellow students, staff members or any member of the school community, including school visitors ● Careless damage to property of school, staff or students ● Verbal and physical disrespect ● Inappropriate behaviour on the corridor or on school ground that constitutes a health and safety risk. ● Online behaviour that brings the school into disrepute ● Smoking / Vaping (or by association) ● Theft ● Continued breaches at Level 1 	<p>*Use of mobile phone will result in immediate confiscation of device for minimum period of 24 hours and a detention</p> <p>Level 1 interventions +</p> <ul style="list-style-type: none"> ● Restorative Practice ● Explanation of expected behaviour ● Mediation ● Appointment with guidance counsellor ● Formal/Written apology where appropriate. ● Phone Call to parents/guardians ● Meeting with parents/guardians ● Formal letter to parents/guardians ● ‘Put on Report’ – daily monitoring ● Remuneration for damage caused ● Restorative Duty ● Demotion from school leadership team ● Withdrawal from curricular or extracurricular events such as matches, tours, competitions etc. ● Weekday Detention ● Saturday Detention ● Suspension

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

Expectations	Example of breaches of expectations*	Example of interventions
<ul style="list-style-type: none"> ● Always try to do your best and take pride in your work ● When things go wrong, cooperate with those who are trying to help you make things better. ● Show kindness in your words and actions both in person and online ● Respect each other's differences and never bully ● Respect the rights of others to learn without disruption ● Always be prepared for class ● Be punctual and attend all classes ● Always speak and listen in a polite and respectful manner ● Conduct yourself safely and be aware of the safety of others ● Be in full uniform and follow the requirements for hair, makeup and accessories ● Respect school property, your property and the property of others ● Tidy up after yourself ● Respect your physical health by abiding by the school policy on illegal substances 	<ul style="list-style-type: none"> ● Continued breaches at Level 2 ● Any infringement of the anti bully policy ● Leaving the school grounds without permission ● Any infringement of the school's substance abuse policy. ● Any actions the health and safety of any member of the school community at risk or immediate risk. 	<p>Level 1 and 2 intervenes +:</p> <ul style="list-style-type: none"> ● Formal letter to parents and student explaining the seriousness of the situation and possible consequences ● Review of students' behaviour record. ● Meeting arranged with Parents/Guardians accompanied by follow-up letter ● Involvement of Guidance Team ● Involvement of AEN Team ● Involvement of external agencies ● Behavioural support plan ● Suspension ● Fine/repair where property has been damaged ● Permanent suspension /expulsion