



HIGH CROSS
COLLEGE

Code of Behaviour Policy

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Section 1

1.1 Introduction

The purpose of the Code of Behaviour is to create a learning environment where excellence in teaching and learning can be fostered. The code creates a climate that encourages and reinforces positive behaviour and ensures an environment that is safe for teaching and learning. It helps students acquire good habits of discipline and behaviour in preparation for the responsibilities of the adult world and also builds positive relationships of mutual respect and mutual support among staff, students and parents.

This policy and its procedures are approved by the Board of Management and are developed in line with NEWB Guidelines.

1.2 Mission Statement

High Cross College is a voluntary Catholic co-educational Secondary School under the trusteeship of Ceist, inspired by the Mercy and Presentation philosophies of education. We value highly effective teaching and learning. We foster the pursuit of excellence in an inclusive and compassionate community.

We encourage respect for the individual, our school and our wider environment.

1.3 School Ethos

High Cross College is a CEIST school

We believe in:

- Promoting Spiritual and Human development
- Achieving Quality in Teaching and Learning
- Showing Respect for every Person
- Creating a supportive Community
- Being Just and Responsible

We strive to live the values of our school through our daily interactions with each other, staff, students and parents/guardians.



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It is our belief that education flourishes in an environment where people feel valued and respected.

The code of behaviour is a set of practices and procedures that together form the schools plan for helping students in the school to behave and learn well. It also helps the school community to demonstrate the school Ethos and Values in everyday behaviour and to assist the students in reflecting on the impact of their behaviour on themselves and others.

The Code of Behaviour is in place to ensure that there is a climate of positive discipline in the school thus encouraging high educational attainment and positive relationships.

The Code of Behaviour encourages each student to take responsibility for their own behaviour and students are supported in this regard through our Pastoral Care Policy.

All students are actively encouraged to make a positive impact on the school community through positive behaviour. Positive behaviour is a form of training which empowers students to make appropriate choices in a supportive environment.

The Code of Behaviour applies to all students of this school and relates to all school activities both on-site and off-site.

It is expected that students uphold the good reputation of the school after school hours and off school grounds.

In the case of incidents which occur outside of school hours, including online activity, the school reserves the right to impose sanctions where particular behaviour adversely affects the school's reputation or the Health and Safety of the school population. All registered pupils of High Cross College are ambassadors of the school; therefore off-site behaviour which reflects badly on the school will not be tolerated and may be the subject of sanction

All parents will be supplied with the code of behaviour on registering a student in the school. The code of behaviour will be reviewed periodically and any changes will be communicated to parents/guardians of all students.



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In developing the Code, the NEWB 2008 Guidelines for developing a code of behaviour were used and informed the process.

1.4 Rationale

- To have a written code of behaviour as required by the Department of Education.
- To communicate the code of behaviour.
- To set down standards of expected student behaviour.
- To communicate the behavioural expectation to students.
- To apply the code fairly, recognising the principle of natural justice.
- To support students in following the code of behaviour.
- To outline steps taken if the code is not adhered to.
- To monitor and review the code periodically.

1.5 Principles underpinning the Code of Behaviour:

The principles underpinning the Code of Behaviour ensures that High Cross College

- Creates a positive and safe environment for teaching and learning, which promotes positive relationships of mutual respect and support among staff, students and parents.
- Creates an environment that encourages and reinforces good behaviour.
- Ensure that the standard of behaviour expected is communicated to all involved.
- All students are actively encouraged to make a positive impact on the school community through positive behaviour.



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1.6 Roles and Responsibilities

We all, in the school community, have a role to play in supporting and developing the code of behaviour at our school.





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Section 2

Promoting Positive Behaviour

The quality of the relationships between teachers and students is a major influence on positive behaviour. Mutually respectful relationships with empathy, objectivity, professional detachment fairness and consistency are fostered.

2.1 It is the policy of the school to actively promote positive behaviour. Students learn best by being rewarded. High Cross College acknowledges that positive reinforcement is important when standards of good behaviour are displayed by students. Rewards for good behaviour can be both formal and informal.

High Cross College is committed to recognising and rewarding good behaviour throughout the school community. All staff have the responsibility for developing relationships with students that balance warmth and empathy with objectivity, professional detachment, fairness and consistency.

In High Cross College we encourage the individual's commitment to good behaviour, encouraging students to take personal ownership and accountability for their actions in both individual and group settings. This sense of individual responsibility is highly regarded, contributing to a positive and accountable learning environment.

2.2 It is expected that staff and parents/guardians' model appropriate behaviour.

Staff ensure that all students have a clear understanding of the Code of Behaviour.

The pastoral care programme in the school supports students. Tutors teach rules and guidelines and modules on respect and organisation skills.

The SPHE programme re-enforces positive behaviour.

The Guidance Counsellor meets with students.

The Chaplain supports students where required.

There is an active Prefect system with senior class Prefects for each class.



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There is an active Student Council.

There is effective communication on student information between staff.

Extracurricular and sporting activities encourage positive behaviour among students.

2.3 Reward System Motivation, encouragement and rewards are central to the code. To recognize and acknowledge good behaviour and commitment to studies, all staff will use various strategies to promote good behaviour at all levels. The strategies proposed are:

- Full Attendance Certificates.
- End-of-Year Awards and Achievements at a whole school level.
- Perpetual Trophies.
- Positive Contribution Sheets.
- End-of-Year Treats.
- Praise on the Intercom.
- Mention at half-term Assembly.
- Note in Journal.
- Year Head praise.
- Social Media recognition.
- Year Head Meetings where information is shared.
- Phone calls home.
- Display of student work.
- Corridor Chats.



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Section 3

(a) Behavioural Expectations

Each student should have Respect for:

Self

This includes:

- Behaving in a responsible manner which ensures personal safety and the safety of others.
- Wearing the correct uniform
- Having good personal hygiene and neat appearance
- Being responsible for writing your name on all your possessions. The school accepts no liability for students' personal possessions if they are lost or stolen.
- Avoiding inappropriate behaviour and language.

Others

This includes recognising the rights of others:

- Allowing your teacher to teach without disruption;
- Allowing your classmates to learn without disruption;
- Addressing all staff, teachers, SNAs, secretary, caretaking and cleaning staff, management, students and visitors politely and respectfully.

Behaving in an orderly manner

- Going quickly and quietly to class when the bell rings.
- Organising your class books and materials at locker times before school, breaktime, lunchtime and immediately after school
- Not congregating on or blocking corridors and doorways in the interest of health and safety.
- Walking and not running on the corridors and following any corridor direction system.

Students must not engage in:



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- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property/ graffiti
- Theft

Academic Performance

Essential elements in the pursuit of excellence are:

- Regular attendance.
- Punctuality.
- Participation in class.
- Consistent and careful attention to homework.
- Participation in all school based activities.
- Students must present for house exams and assessments.

Participation

Students are expected to attend school and participate in an active and positive way in your class activities.

Students must have all required materials and books for class.

Students should respect their book and ensure they are in good condition and kept safe.

Students must have required clothing and footwear for P.E.

Each student is expected to occupy her assigned desk as instructed by the teacher for the duration of the class.

Class work will be completed as instructed.

Students should be on time for class. Students who are late to school must sign in at the Compass Kiosk.

Homework should be completed to the best of the student's ability and written into the school journal.

All students must have a school journal in class

A student should not leave the class without the permission of the teacher and should produce a RED PASS if required by another member of staff on the corridors.



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Whole School Behaviour Expectations

BEHAVIOURS The three B's	Learning Spaces	Assemblies Liturgies Masses	Yard, Canteen and Lockers	Online	Wider Community
Be Respectful	<ul style="list-style-type: none"> ✓ Listen actively. ✓ Care for the learning space. ✓ Enable teachers to teach and allow students to learn. 	<ul style="list-style-type: none"> ✓ Listen actively. ✓ Participate fully. ✓ Be mindful of those around you. 	<ul style="list-style-type: none"> ✓ Bin waste correctly. ✓ Respect personal space. ✓ Care for our common home. 	<ul style="list-style-type: none"> ✓ Adhere to the computer user agreement. ✓ Choose language carefully. 	<ul style="list-style-type: none"> ✓ Proudly represent the college. ✓ Be aware of your impact on others.
Be Responsible	<ul style="list-style-type: none"> ✓ Be ready to learn ✓ Adopt a growth mindset. 	<ul style="list-style-type: none"> ✓ Embrace our Catholic identity. ✓ Embrace new experiences. 	<ul style="list-style-type: none"> ✓ Respond to staff directions. ✓ Be an upstander. ✓ Make good decisions. 	<ul style="list-style-type: none"> ✓ Be aware of your digital footprint. ✓ PAUSE (Positive, Accurate, Useful, Supportive, Ethical) before you post. 	<ul style="list-style-type: none"> ✓ Do what is right even if no one is looking. ✓ Wear uniform correctly. ✓ Be a role model.
Be Kind	<ul style="list-style-type: none"> ✓ Use manners ✓ Consider other points of view. ✓ Be inclusive. 	<ul style="list-style-type: none"> ✓ Offer to assist. ✓ Appreciate the gifts of others. 	<ul style="list-style-type: none"> ✓ Care for others. ✓ Be inclusive. ✓ Be mindful of your words and actions. 	<ul style="list-style-type: none"> ✓ Manage your screen time. ✓ Foster positive online communities. 	<ul style="list-style-type: none"> ✓ Use manners. ✓ Lead through service.

Compassion / Justice / Respect / Hospitality / Service / Courage



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(b) School Rules

1. Uniform (see Uniform Policy)

- 1.1 Students must come to school in full uniform, clean and tidy and be conscious that every time they wear it, they represent their school community.
- 1.2 All students must present in full uniform each school day in order to be admitted to class. In the interests of fairness, this rule must be strictly implemented.
- 1.3 Students not wearing their uniform will be recorded on Compass, and referred to their Year Head who will impose an appropriate sanction.
- 1.4 Jewellery should be worn as stated in Uniform Policy. Infringement of this policy will be recorded on Compass and referred to their Year Head who will impose an appropriate sanction.

2. Mobile Phone Use (see Mobile Phone Policy)

- 2.1 Mobile phones may only be used at break and lunch time. Mobile phones will be confiscated if used outside allocated times and given to the Deputy Principal on duty or the Principal, who will record this on Compass. Students will be allowed to make a call from the office if required.
- 2.2 On the first offence, the phone will be returned to the student at the end of the day. The phone will not be returned until collected by a parent thereafter. If a student is over 18 years of age, the mobile phone usage according to the school rules applies to them also, however rather than a parent collecting the phone the student will collect the phone from the Principal.
- 2.3 The use of any mobile camera phone in the changing/toilet areas or any classroom at any time is strictly forbidden, and can result in sanctions up to, and including, suspension at the discretion of the Principal.



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- 2.4 Video or voice recordings of any member of the school community, without prior consent or knowledge is forbidden. Taking photographs, videos, or voice recordings of any member of the school community without their prior consent or knowledge is strictly prohibited.

Media captured without consent, including photographs, videos, or voice recordings must not be posted or shared on social media platforms or online platforms.

Any media content taken with proper consent or sourced from official school accounts may not be manipulated, edited, or used to create memes, videos or any other content without explicit permission.

Any breach of the above (Section 2) will result in serious sanctions, up to and including expulsion, at the discretion of the principal.

3. Use of Substances

- 3.1 Smoking or Vaping is strictly forbidden. Any student smoking or vaping on the premises will be reported to the relevant authorities. The sanction for a first-time offence will be lunchtime detention. For subsequent incidents evening detention will apply and parents will be notified.
- 3.3 The possession, use or supply of drugs, alcohol or illegal substances is completely prohibited on school premises and on school related activities and will be confiscated by staff and the matter reported to parents/guardians and the Gardai. Serious sanctions, up to and including expulsion may apply.

4. Attendance

- 4.1 Students should attend school every day and arrive on time for all classes.
- 4.2 Absences should be explained through the Compass App by a parent or guardian only.



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The school is required to report absences of more than 20 days to the NEWB (National Education Welfare Board)

- 4.3 Students are not allowed to leave the school without permission.
- 4.4 Students are not allowed out of assigned classes without permission.

5. School environment

- 5.1 No eating or drinking is allowed in class. Food and drink should be consumed in designated areas only. However, if a student has a cough or dry throat, with the permission of the teacher, they may take a drink.
- 5.2 High Energy drinks and hot drinks are not permitted.
- 5.3 All litter should be placed in the appropriate bin.
- 5.4 Chewing gum is prohibited.
- 5.5 Keep walls and furniture clean and care for all displays.
- 5.5 Students are provided with lockers on receipt of the Student Support Charge. The lockers are meant to store all the student's books and belongings. Each student is obliged to place a padlock on the locker from the first day. The school takes no responsibility for items lost, stolen or broken around the locker area or any other location in the school.

6. Class environment

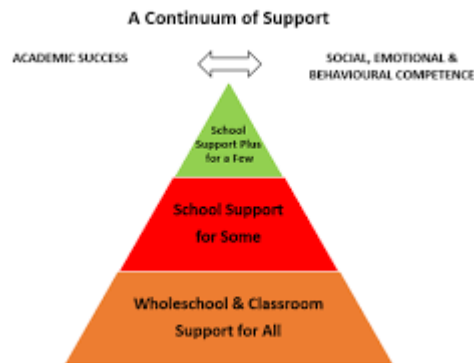
- 6.1 Students should follow the instructions of the teacher at all times.



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- 6.2 In the kitchens, art rooms, gym and lab areas, specific class regulations apply for health and safety and you must follow your teacher's instruction in relation to this.
- 6.3 Verbal assault, foul language or aggressive behaviour will not be tolerated, and will be subject to serious sanction, up to and including expulsion.

Continuum of Support at High Cross College



School Supports

High Cross College has formal and informal structures to support all members of our school community. These include a tutor system, the student support team, guidance counsellors, a prefect system and a student council. Other teachers and management also provide additional support to students, parents and teachers in addressing behaviour issues with an individual or a class group.

The school endeavours to give students every possible support and assistance in upholding the code of behaviour. Concern for the welfare and development of our students is at the core of the school's culture, and this is reflected in our extensive pastoral care system.

The pastoral care system plays an important role in fostering good relationships within the school community. These relationships are central to the good behaviour and discipline which the Code is designed to promote.

Our support personnel/teams include:

- Year Heads/Tutors



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- Special Education Teachers/Co-ordinator (SET)
- Guidance Counsellors
- Buddies
- Student Support Team



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Section 4

Responding to Inappropriate Behaviour

4.1 Ladder of Referral

Sanctions are used to help students to learn about unacceptable behaviour and to recognise the consequences of their actions and their responsibilities. Sanctions are proportionate and are used consistently and fairly.

[Issues relating to attendance are dealt with separately]

4.2 Low Level Disruption

The classroom teacher is responsible for discipline in his/her classroom. The classroom teacher teaches the behavioural expectations and rules for the class in line with the school code of behaviour and rules outlined above.

A class teacher will encourage positive student behaviour and active engagement in learning. Offences of poor application and participation will be addressed by the class teacher. If there is persistence in poor application the class teacher will bring it to the attention of the year head.

If a teacher has a concern of any **behavioural, pastoral care** or **learning** nature about a student, they may discuss with the Year Head and fill out a green card which is available in each staffroom. These cards should be posted in the letter box provided in each staff room and the Guidance Counsellor on each campus will bring all green cards for discussion to the weekly Student Support Team meeting.

A class teacher may contact a parent in relation to the behaviour of a student, they may assign extra work, change the seating arrangement in the class, give verbal warnings. A teacher will keep a record of inappropriate student behaviour in class.

Where persistent low-level behaviour is repeated and the student fails to respond to actions taken by the teacher, the teacher will issue a YELLOW card for the student on Compass which is then visible to the Year Head.

Examples of low-level disruption include, consistently talking out of turn, refusal to follow an instruction, no homework, and no material for class, talking/distracting other students from



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learning or the teacher from teaching, chewing gum, uniform breach, and the list is not exhaustive.

Each time a yellow card is recorded, the Year Head meets with the student to discuss the incident and records the meeting. It is the Year Head who decided if the yellow card is to be placed on the ladder of referral.

Stage 1

When a student has accumulated **three** yellow cards (**Stage 1**) the year head will place the student on **lunchtime detention** and parents will be informed via compass.

The student will meet with the Year Head with a view to managing their behaviour or Deputy Principal in charge of that year group if the Year Head is unavailable. Where appropriate the student may be placed on a **target behaviour card** to monitor the unacceptable behaviour and to set goals for improvement.

To reward the student for adapting their behaviour at Stage 1, students who receive no further yellow cards for 10 school days (for which they are present for the full day) will be rewarded by having a yellow card removed.

Stage 2

A student moves onto **stage 2** when they accumulate three more yellow cards (total of 6). At this stage the student will be issued with a **monitoring sheet** for a week which each teacher will sign at the end of class. The student will continue with the monitoring sheet until one week of good behaviour is noted. The parent will be informed by email. The student will also meet with the guidance counsellor or Year Head and the involvement of agencies may be appropriate.

To reward the student for adapting their behaviour at Stage 2, students who receive no further yellow cards for 10 school days (for which they are present for the full day) will be rewarded by having a yellow card removed.



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Stage 3

If the misbehaviour continues while the student is at stage two and they receive further yellow cards they will move on to **stage 3** and must attend an **evening detention** and parents will be informed by letter. Any further serious misbehaviour during stage 3 will result in the student moving to stage 4.

To reward the student for adapting their behaviour at Stage 3, students who receive no further yellow cards for 10 school days (for which they are present for the full day) will be rewarded by having a yellow card removed.

Stage 4

A student at this stage will be placed on long-term monitoring as decided by the Year Head, evening detention, or 1 day suspension at the discretion of the Principal. A meeting with parents will be requested and support from external agencies may be sought. In attendance at the meeting will be the Year Head and a member of management.

To reward the student for adapting their behaviour at Stage 4, students who receive no further yellow cards for 15 school days (for which they are present for the full day) will be rewarded by having a yellow card removed.

Stage 5

If moved to this stage, the student is suspended for 2 days or up to 5 days with the agreement of the Chair of the Board of Management, and NBSS support will be sought and/or implemented. A **Behaviour Support Plan** is agreed and signed by all parties.

To reward the student for adapting their behaviour at Stage 5, students who receive no further yellow cards for 15 school days (for which they are present for the full day) will be rewarded by having a yellow card removed.

Stage 6

Further infringements of the Code of Behaviour will result in the student's file being brought before the Board of Management for discussion. Where further suspensions are imposed, the issue of expulsion may arise.



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To reward the student for adapting their behaviour at Stage 6, students who receive no further yellow cards for 15 school days (for which they are present for the full day) will be rewarded by having a yellow card removed.

Further infringements when the student is on stage six may result in the Principal placing the student on further suspensions (see suspension policy).

Frequent suspensions may lead to expulsion (see expulsion policy)

At all stages the student will have the support of staff, Year Head, Guidance Counsellor and management to redress their behavioural issues.

At the start of an academic year each student begins with no active yellow cards. However, all behaviour records of students are kept for the duration of their studies in High Cross College and will be referred to in the case of a section 29 appeal under the 1998 Education Act. Students should be aware that breaches of the Code of Behaviour may result in a student not being accepted to participate in certain events/tours etc. and may prevent them from accessing the LCA programme or the TY programme.

4.3 High Level/Serious Disruption

Refusal to follow an instruction given by a teacher or staff member that causes concern for health and safety is a serious breach of discipline.

Repeated refusal to follow a direct instruction by a teacher in relation to teaching and learning is a serious breach and will result in a **stage two offence**. Parents will be informed, and this may lead to suspension.

Under certain circumstances a teacher may need to remove a student from class temporarily until the appropriate disciplinary measures can be implemented. In this instance the teacher may place the student in a cooperating teacher's class or place the student in the study hall for the duration of the class until follow-up can occur. The teacher should contact Management to remove a student from class. Follow-up disciplinary procedures will apply as outlined under the Code.

Truancy from class or school is a serious breach and will result in an evening detention or suspension at the discretion of the principal, under the suspension policy ratified by the Board



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of Management.

Smoking and vaping will lead to a report to the relevant authorities and suspension.

Verbal assault/foul language is a serious breach and will result in evening detention or suspension depending on the nature of language used. This is at the discretion of the Principal, in consultation with the Year Head and Deputy Principal.

Physical assault of a staff member or student will result in suspension and possible expulsion (see policy).

Theft or the use of illegal substances will be reported to the Gardai and will lead to suspension and may result in expulsion. Lockers are the property of the school and may be searched by school management and another staff member in the presence of the student. A student may also be requested by school management in the presence of another staff member to display the contents of their school bag. If the student refuses, the Gardai may be contacted to search the bag. A student will be searched only by a member of the Gardaí.

It should be noted that students may be requested to hand over passwords or electronic devices as part of an investigation within the school.

Note:

In the case of more serious offences the above procedures can be circumvented. Behaviour that is deemed by the principal to be extremely serious will be referred to the Board of Management, bypassing some or all of the above stages. The Board of Management may consider all options, up to and including expulsion.

Detention

Detention is an important element of the Discipline Code.

Detention is not only disciplinary; it is also meaningful. Time in detention will be used to allow the student to reflect on the reasons why he/she is at detention and to reflect on their actions.



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Detention takes place either at lunchtime or in the evening after school.

Reasons for giving detention are outlined in the Code of Behaviour -Section 3.

In general, lunchtime detention is given for minor breaches of the code. Evening detention is an alternative to suspension and is used for more serious breaches of the Code of Behaviour.

Students who fail to do lunchtime detention will be given a second chance to do it. Failure to do it a second time will result in the imposition of an evening detention.

Students who fail to do an evening detention will be given a second chance to do it. Failure to do it a second time will result in suspension, at the discretion of the principal.



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Section 5

Monitor & Review

The code of behaviour is periodically reviewed and monitored to ensure fairness and effectiveness to all members of the school community. Regular monitoring will alert staff to emerging problems for a particular student or group of students and provide school management with an insight as to whether the code is working. This code will be reviewed during the academic year 2024/2025.

Teachers document records of inappropriate student behaviour. The Year Head will have student files on inappropriate behaviour. A student should be told by the teacher, when a record is being made about their behaviour.

Records should be kept in accordance with the Data Protection Act 1988 and the Data Protection Amendment Act (2003).

1. Obtain and process information fairly.
2. Keep it only for one or more specified explicit and lawful purposes.
3. Use and disclose it only in ways compatible with these purposes.
4. Keep it safe and secure.
5. Keep it accurate, complete and up-to-date.
6. Ensure it is adequate, relevant and not excessive.
7. Retain it for no longer than is relevant for the purpose.
8. Give a copy to the individual on request [In the case of a minor their parent or guardian].