



---

**Address:** New Road, Co. Clare. V95 FV10 **Tel:** 065-6822105 **Email:** [admin@ricecollege.ie](mailto:admin@ricecollege.ie) **Web:** [www.ricecollege.ie](http://www.ricecollege.ie)

---

## Rice College Code of Behaviour

**School Name:** Rice College, Ennis, Co. Clare

**Address:** New Road, Ennis, Co Clare. V95 FV10

**Details:** Rice College is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education and is a co-educational school.

**School Management:** The Board of Management of Rice College is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

### **Mission Statement:**

Rice College is operated according to the religious and educational philosophy of the Edmund Rice Schools Trust Charter (ERST).

We strive to live up to Christian values and show genuine concern for our school community. Our core aims are to provide a broad and comprehensive education and to recognise the needs and develop the talents of each person.

We strive to enrich all those with whom we are privileged to come in contact, we strive to succeed.

### **Ethos:**

Inspired by the vision of Blessed Edmund Rice, the Christian Brother School gives priority to education in a living faith whereby students grow to appreciate the life and mission of Jesus Christ with a view to being committed to the world as he was. He has a special concern for the poor and underprivileged. His aim was to develop a curriculum which promotes the harmonious growth of the whole person.



## Contents:

1. Introduction.
2. Rationale.
3. Aims and Objectives of our Code of Behaviour.
4. Policies linked to our Code of Behaviour.
5. Setting clear expectations and standards of behaviour.
6. Student behaviour.
7. Responding to inappropriate behaviour.
8. A problem-solving approach
9. Whole-school strategies
  - Table 1 – Classification of Breaches
  - Table 2 – Ladder of referral
10. Roles and Responsibilities
  - Role of Students
  - Role of Parents/Guardians
  - Role of Teachers
  - Role of Year Head
  - Role of Principal/Deputy Principals
  - Role of Ancillary Staff
  - Role of Student Support Team
  - Role of Board of Management
11. Sanctions.
12. Good practice in the use of sanctions.
13. Use of detention.
14. Suspension Principles.
15. Grounds for Suspension.
16. Forms of Suspension.
17. Suspension Procedure.
18. Letter of Suspension.
19. Suspension Appeals.
20. Suspension Completion.
21. Expulsion Principles.
22. Expulsion Procedures.
23. Expulsion Appeals.
24. Students with Additional Educational Needs
25. Students over 18 years of age.
26. Behaviour of students outside of school hours and/or off school grounds.
27. Relevant Legislation and Legal Instrumentation
28. Policy Review.
29. Approval.

## Appendices

- Appendix 1 – Basic school rules



## **1. Introduction:**

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

## **2. Rationale:**

In accordance with the Education Welfare Act 2000 section 23, a written Code of Behaviour is a legal requirement for all schools. The Code of Behaviour provides a framework for a positive approach to behaviour and discipline in our school. The Code of Behaviour is the set of programmes, practices and procedures that helps the school community to promote the school's mission and ethos, relationships, policies, procedures and practices that encourages good behaviour and prevent unacceptable behaviour.

## **3. The main aims and objectives of this Code of Behaviour policy are as follows:**

- To allow the school to function in an orderly way where students can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline, recognising the differences between students and the need to accommodate these differences, recognising the rights of students to be educated in classes not disrupted by the behaviour of a tiny minority, and also the rights of staff to work in conditions free from stress.
- To ensure the safety and wellbeing of all members of the school community.
- To assist school staff, parents and pupils in understanding the systems and procedures that form part of our Code of Behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.



## **4. Policies linked to the Code of Behaviour:**

- ICT Acceptable Usage Policy
- Admissions Policy
- Anti-bullying Policy
- Cyber Bullying Policy
- Dignity in the Workplace Policy
- School Attendance Policy
- School Rules Policy
- Homework Policy
- SEN Policy
- Substance Use Policy
- Child Safeguarding Statement
- Student Support Policy
- Data Protection Policy.

## **5. Setting clear expectations and standards of behaviour**

Students are more likely to benefit from their education and be happy in a structured, caring environment where high standards of behaviour are expected and adhered to. The school's standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. Our school's standards of behaviour reflect our values, which stem from our mission statement. They are as follows;

- To encourage self- awareness and self- discipline in all.
- To nurture respect and consideration for themselves and others.
- To create a safe and positive learning environment to enable all to reach their full potential.
- To develop respectful ways of resolving difficulties and conflict.
- To promote courtesy and good manners.
- To promote a sense of pride in our school and the development of a community spirit through a willingness to participate in school activities.
- To encourage the development of values and responsibilities that will help prepare students for adult life.

In striving to meet these standards, it is expected that our students will:

- Attending school regularly and punctually.
- Doing one's best in class.
- Taking responsibility for one's work
- Adhering to the school rules.
- Helping to create a safe, positive environment.
- Respecting staff.
- Respecting other students and their learning.
- Participating in school activities.



It is expected that our students do not engage in:

- 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.
- Theft.
- Behaviour which impinges on any of the school rules as outlined in this Code.

## 6. Student Behaviour

The Board supports the endeavours of staff, students, parents and the community to ensure positive student behaviour and conduct. In addition, the Board expects parents and students to recognise their responsibility in developing student self-discipline.

### Promotion and Acknowledgment of Good Behaviour

It is school policy to acknowledge and promote good behaviour. A variety of methods will be available to achieve this objective including the following:

The continual update of the school website, Facebook page and school Twitter account to publicise school events and achievements.

Acknowledgment of achievements by student /students through the school's intercom system.

The use of easily accessible notice boards to display information and photographs of individuals and groups who have excelled in particular areas.

Academic and Extra-Curricular awards at the end of the academic year, recognising the achievements of students.

Support the establishment and work of the student council and school mentors.

Reporting of Positive Behaviour on VSWare using appropriate uploaded comments.

### Rewarding Positive Behaviour

Positive respectful relationships fostered between all staff and students contributes to positive behaviour in the school. Rice College affirms positive behaviour in a number of ways:

- I. Verbal praise by subject teacher
- II. Positive notes in student journals
- III. At assemblies with Year heads
- IV. Noticeboards, newsletters and TV screens.
- V. Telephone call to parents
- VI. Positive comments on reports
- VII. Commendations by Deputy Principals and Principals
- VIII. Feedback to parents at parent teacher meetings
- IX. Positive affirmation of students at Open Nights
- X. Positive affirmation of students at Graduations
- XI. Awards Ceremonies



## 7. Responding to inappropriate behaviour

Despite our best efforts, inappropriate behaviour happens. This can disrupt teaching and learning and can have a negative impact on the wellbeing of students and teachers. In responding to inappropriate behaviour, school authorities have the difficult task of weighing the needs of the offending student with the needs of the other students and staff. This will require the application of professional skill and judgement, in each individual case, drawing on factual and objective information about the impact of a student's behaviour, using transparent criteria for measuring impact and in collaboration if necessary with relevant professionals.

## 8. A problem-solving approach

An important element of the approach to a student's inappropriate behaviour is a problem-solving approach: that is, one where the teacher and the school respond to the unwanted behaviour using the following steps.

1. Gather information. Understand the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions that take account of the reasons why it may be happening.
3. Decide and agree on specific strategies.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the impact and effectiveness of the intervention.
6. Throughout, keep the relationship with the student as positive as possible; involve the student and parent.

## 9. Whole-school strategies

Our elements of a whole-school approach to inappropriate behaviour include:

- Agreed ways of describing behaviour – accurate description of the nature, intensity and persistence of a student's behaviour will allow adults to locate behaviour on a continuum of seriousness, to notice patterns, to observe changes over time or in different contexts and to develop ways of responding based on this detailed knowledge. This approach enables staff to use a respectful and problem-solving approach, even when a student's behaviour is difficult and challenging.
- Arrangements for recording behaviour – Student behaviour is recorded on VSWARE, Teacher/Student journals, Report Cards, Year Head Weekly Report Cards, D.P./P Weekly Report Cards, End of term reports and student behavioural plans.
- A ladder of referral – An agreed ladder of referral allows for consistency among staff as well as ensuring that there is a planned approach to helping students to change their own behaviour



**Table 1 - Classification of Breaches of this Code:**

Category A	Category B	Category C
<ul style="list-style-type: none"> <li>• Lateness to class</li> <li>• No homework or incomplete homework done.</li> <li>• Talking out of turn.</li> <li>• Out of uniform.</li> <li>• No books/materials for class.</li> <li>• No PE gear for class.</li> <li>• No journal in class.</li> <li>• Using inappropriate language in classroom/corridors.</li> <li>• Copying homework.</li> <li>• Using digital device in class without permission.</li> <li>• Throwing litter around the class.</li> <li>• Borrowing another student's possessions without their permission.</li> <li>• Eating/drinking/chewing gum in class.</li> <li>• Engaging in dishonest behaviour.</li> <li>• Repetitive low-level disruption of teaching &amp; learning</li> </ul> <p>This list is not exhaustive</p>	<ul style="list-style-type: none"> <li>• Dangerous behaviour.</li> <li>• Defiant behaviour.</li> <li>• Antagonistic behaviour.</li> <li>• Disruptive behaviour.</li> <li>• Deceitful behaviour- including, but not limited to: cheating in a test; forging signatures, etc.</li> <li>• Inappropriate behaviour on corridors/at school events.</li> <li>• Reports of bullying to be investigated by relevant staff member.</li> <li>• Foul and abusive language in the classroom/corridors/ School events.</li> <li>• Inappropriate use of a digital device.</li> <li>• Throwing items around the class which pose a health and safety risk.</li> <li>• Graffiti on desks/ minor damage to school property.</li> <li>• Bringing the name of the school into disrepute through inappropriate/ unacceptable behaviour online or at school events.</li> <li>• Absenting oneself from school / class without permission.</li> </ul> <p>This list is not exhaustive</p>	<ul style="list-style-type: none"> <li>• Highly dangerous behaviour that poses a health and safety risk.</li> <li>• Gross defiance.</li> <li>• Failure to follow the instructions of the Deputy Principal(s) or Principal.</li> <li>• Substance use (Including but not limited to vaping, smoking, alcohol, drugs.)</li> <li>• Aggressive violent behaviour.</li> <li>• Graffiti and Damage to school property.</li> <li>• Vandalism/ Malicious damage to school property.</li> <li>• Theft.</li> <li>• Inappropriate use of digital device (including but not limited to video recording, voice recording and photographing).</li> <li>• Possession of a weapon.</li> <li>• Bullying.</li> <li>• Foul abusive language directed at a staff member.</li> <li>• Inappropriate behaviour of a sexual nature directed towards a staff member/ student.</li> <li>• Bringing the name of the school into disrepute through highly inappropriate behaviour online or at school related events.</li> <li>• Truancy from school may have to be examined at this level.</li> </ul> <p>This list is not exhaustive</p>



## Table 2 - Ladder of Referral

Category A breaches align with steps #1-5, Category B breaches align with steps #6-8, Category C breaches align with steps #9-11

	Breach	Action Taken
Teacher/Yearhead	# 1	Verbal Reprimand by Teacher.
	# 2	Subject specific written work given by teacher. Reflective essay given by teacher. Possible 'Check and Connect' with Pupil.
	# 3	Teachers Should be responsible for contacting parent and will communicate with parent via Journal/ email or phone call.
	# 4	Report card to Year Head. Year Head talks to student and to Parent/Guardian Student serves Lunchtime Detention.
YearHead/Deputy Principal	# 5	Report Card to Year Head Year Head talks to student and to Parent/Guardian Student put on Year Head 'On Report Card' (1 week) (This student YH 'On Report Card' is to be signed by Parent and Year Head daily)
	# 6	Report Card to Year Head Deputy Principal talks to student and to Parent/Guardian Student is put on DP 'On Report Card' (1 week) (This student DP 'On Report Card' is to be signed by Parent, Year Head and DP daily)
	# 7	Report Card to Year Head. DP talks to the student and to the Parent/Guardian After School Detention Student is put on DP 'On Report Card' (1 week) after completing the After-School Detention. DP 'On Report Card' signed by Parent, Year Head & DP daily
	# 8	Report Card to Year Head. DP talks to the student and to the Parent/Guardian After School Detention x2 Student is put on DP 'On Report Card' (1 week) having served both detentions DP 'On Report Card' signed by Parent, Year Head & DP daily.
Principal	# 9	Principal Review Level. Principal communicates with student and parent/guardian. In school meeting with parent/guardian. Principal may recommend 'Check and Connect' between student/SST. Further actions may occur at this level if necessary.
	# 10	Principal Review Level. Initiation of investigation and suspension process if deemed necessary. Communication with student and parent/guardian. Principal meets with student and parent/guardian. Suspension, up to 3 days, may occur; 5 days with BOM acknowledgement.
	# 11	Principal Review Level. Further investigation will be carried out. Communication with student and parent/guardian. Principal meets with student and parent/guardian. If deemed necessary, the issue is referred to BOM immediately for consideration at expulsion level. The procedure for expulsion is initiated.





## 10.0 Roles and Responsibilities

Rice College acknowledges the contribution of all members of the school community. Each member has a responsibility for the promotion of good behaviour and a role in responding to negative behaviour. Clearly defined roles and responsibilities allow for consistency among staff as well as ensuring that there is a planned approach to helping students to change their own behaviour.

### 10.1 Role of Students

**While attending Rice College, students agree to the Code of Behaviour and will uphold the Code of Behaviour at all times.** Students must show respect for: school staff, others and their property; ethnic, racial, religious and gender differences; school attendance and punctuality; work habits, assignments and homework; College property, textbooks and equipment; fire alarms and safety equipment and the College policies relating to smoking, alcohol, drugs or any such illegal substances on the College campus.

### 10.2 Role of Parents

Rice College acknowledges the role of parents/guardians in the development and operation of our Code of Behaviour and expects them to support the code and encourage their sons/daughters to uphold it. **On accepting a place at the school and while attending Rice College the parent(s)/guardian(s) agree to the COB and accept all changes approved by the BOM during their student's time at the school.** Parents/guardians are encouraged to share information with the relevant school personnel in order to assist the school in understanding a student's behaviour and to plan interventions where necessary.

### 10.3 Role of teachers

Rice College acknowledges the role of teachers in the development and operation of our Code of Behaviour. The school recognises that a teacher's main focus is in the area of teaching and learning, but they also have a pivotal role to play in behaviour management. As a leader of learning, and someone with an established relationship of trust, the teacher will have strong influence with students. The teacher will deal with routine incidents of misbehaviour through classroom management strategies, thus minimising the need for other interventions. Those in Rice College with special responsibilities for emphasising and reminding students of the Code are:

- Teachers;
- Year Heads;
- Guidance Counsellors;
- Learning support teachers and SNAs;
- Deputy Principal and Principal.



## **10.4 Role of the Year Head**

Rice College acknowledges the role of the Year Head in the development and operation of our Code of Behaviour. They will work specifically with their assigned year group. The Year Head encourages students to achieve to the best of their ability, keeps records and liaises with parents. They meet regularly with their year group to affirm good behaviour and achievements, advise about attendance, punctuality, high standards of behaviour and work, as well as the support services, activities and events open to them.

## **10.5 Role of the Principal/Deputy Principal**

Rice College acknowledges the role of the Principal/Deputy Principal in the development and operation of our Code of Behaviour. Both the Principal/Deputy Principals have responsibility for the internal management and discipline in the school on a day-to-day basis and the implementation of the Code of Behaviour.

## **10.6 Role of ancillary staff**

Rice College acknowledges the contribution of ancillary staff in the day to day running of the school. They too have a part to play in the successful delivery of our Code of Behaviour. In particular, they have a responsibility to report incidents of misbehaviour and examples of positive behaviour they witness.

## **10.7 Role of the Student Support Team**

Rice College acknowledges the contribution of the Student Support Team in the day to day running of the school. The team brings together all the support services of the school to review how the school is responding to the overall needs of the students and in particular students “at risk” in relation to attendance, behaviour, engagement, perhaps due to issues of a personal nature.

The team supports Year Heads, teachers, students and parents by offering advice or putting a plan/support/intervention in place or recommend referral to outside agencies as appropriate. Sources of support may include the National Educational Psychological Service (NEPS), the National Educational Welfare Board (NEWB) and Family Support Agency (TUSLA), the HSE social workers, the Garda Juvenile Liaison Officer, the National Behavioural Support Service (NBSS), the HSE Child and Adolescent Mental Health Services (CAMHS).

## **10.8 Role of the Board of Management**

The Board of Management is the decision-making body of the school. The school acknowledges the role of the Board of Management in the development and operation of the Code of Behaviour. Each school has its unique identity, ethos, values and culture, and the protection of same is the responsibility of the Board. All policies are developed with the authority of the Board of Management and must be approved by it before becoming official school policy. While it is not involved in the day-to-day procedures, it is the body to which parents/guardians and students over the age of 18 years can appeal in cases of suspension and expulsion.



## 11. Sanctions

The objective of a sanction is to help the student to learn.

<b>The purpose of sanctions</b>
<p>The purpose of a sanction is to bring about a change in behaviour by:</p> <ul style="list-style-type: none"> <li>• Helping students to learn that their behaviour is unacceptable</li> <li>• Helping them to recognise the effect of their actions and behaviour on others</li> <li>• Helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences</li> <li>• Helping them to learn to take responsibility for their behaviour.</li> </ul>
<p>A sanction may also:</p> <ul style="list-style-type: none"> <li>• Reinforce the boundaries set out in our code of behaviour</li> <li>• Signal to other students and to staff that their wellbeing is being protected</li> </ul>
<p>In instances of more serious breaches of school standards, sanctions may be needed to:</p> <ul style="list-style-type: none"> <li>• Prevent serious disruption of teaching and learning</li> <li>• Keep the student, or other students or adults, safe.</li> </ul>

## 12. Good practice in the use of sanctions

1. Sanctions are part of a plan to change behaviour. They should be used in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour. A sanction should:
  - Defuse and not escalate a situation;
  - Preserve the dignity of all parties;
  - Be applied in a fair, consistent and appropriate way;
  - Be timely.
2. Sanctions are used consistently – it is the responsibility of the school management to ensure that all staff use the agreed sanctions consistently to remove subjectivity and ensure fairness.
3. Students and parents know what sanctions are used in the school – a student should be able to relate the sanction to the behaviour that prompted the imposition of the sanction.
4. Sanctions may be practical in nature and relevant to the circumstances of the misdemeanour.
5. Sanctions are proportionate – All sanctions should be proportionate to the nature and seriousness of the behaviour. The seriousness of a misbehaviour will depend on a number of factors including:
  - The frequency, duration and persistence of the behaviour



- Whether it is part of an escalating pattern of poor behaviour
  - The context of the behaviour
6. Sanctions are appropriate – they should be sensitive to the particular circumstances of individuals or groups of students e.g. SEN students.

### 13. Use of Detention

- Supervised lunchtime detention will take place from 13.30-13.55. Parents/guardians will receive an informative text message on the previous day from the year head.
- After school detention (1 Hour) will take from 16.10-17.10 on Mondays and Tuesdays and from 15.30-16.30 Wednesday to Friday. Parents/guardians will receive an informative text message from the Deputy Principal in order to make suitable arrangements to pick up the student afterwards. After school detention may also require the completion of written/visual tasks relevant to the breach of the code. Reflection sheets may vary in length and depth of questioning.
- All students will complete a reflective sheet to help them to reflect on their own behaviour, understand the impact of their behaviour and identify a means to change their behaviour going forward.
- Students are not permitted to talk, use their phone or do their homework during detention. Additional school work may also be given to be completed during detention.
- Any student failing to attend a supervised detention without permission and a valid reason will incur further action.

### 14. Suspension Principles

The Board of Management recognises the authority of the Principal to suspend a student if necessary. In certain cases of unacceptable behaviour, it will be in the best interests of the school community and/or the students involved to remove the student from the school for a period of time. The Board of Management has delegated to the Principal (in his absence, the acting Principal) the authority to suspend a student from attending school. This may not be for an indefinite period. The Principal will exercise this authority in a fair and non-discriminatory manner, having regard to his responsibility to the whole school community, its policies, Code of Behaviour and to the principles of natural justice.

The primary purpose of suspension is one of **corrective support** rather than punishing students for misbehaviour. It is the intention of the school that suspension allows students the time, under the supervision of their parent(s)/guardian(s), to reflect on their unacceptable behaviour, accept responsibility for the behaviour that led to the suspension and to change their future behaviour to meet the expectations of the school.



## 15. Grounds for suspension

Suspension will be given in a proportionate response to the behaviour and circumstances that are causing concern. **Normally other interventions have been tried before a suspension is given. Where the purpose of a proposed suspension is clearly identified and that purpose cannot be achieved in any other way, then the process of suspension will initiate.** School management should consider the risk of any unwanted outcomes from the suspension when making the decision. Factors to be considered before suspending a student may include: the nature and seriousness of the behaviour, the context of the behaviour, the impact of the behaviour, the interventions tried to date, whether the suspension is a proportionate response and the possible impact of the suspension.

The grounds for suspension may include but are not limited to where:

1. The student’s behaviour has had a detrimental effect on the education, learning and/or wellbeing of other students.
2. The student’s continued presence in the school at the time constitutes a threat to the health and safety of him/herself or others in the school community.
3. The student is believed to be responsible for serious damage to property.
4. There has been a serious incident of misconduct. Such misconduct may include but is not limited to category C breaches.

## 16. Forms of Suspension

<b>Immediate Suspension</b>	In exceptional circumstance, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of student or staff of the school, or any other person. Fair procedures must still be applied.
<b>Suspension during a State Examination</b>	The Principal may suspend during state exams, normally with approval of the board of management when there is: <ul style="list-style-type: none"> <li>• A threat to good order in the conduct of the examination.</li> <li>• A threat to the safety of other students and personnel.</li> <li>• A threat to the right of other students to do their examinations in a calm atmosphere.</li> </ul>
<b>“Automatic” Suspension</b>	The Principal may decide as part of the school’s policy on sanctions that particular named behaviours incur suspension as a sanction. However, a general decision to impose suspension for named behaviours does not remove the duty to follow due process and fair procedures in each case.



## 17. Suspension Procedure

In the event that the principal exercises his authority to suspend a student for a fixed duration then the principles of natural justice will apply. Therefore, automatic suspensions or expulsions will not take place until all the facts are ascertained and following discussion with the parents/guardians.

The following procedure will be used:

1. The student will be informed of the precise grounds that gave rise to a potential suspension and will be given an opportunity to respond before a suspension decision is formalised.
2. In the event of an immediate suspension, the parent(s)/guardian(s) of the student will be contacted by telephone and invited into the school to meet with the Principal. The student's behaviour, the process and outcomes of the investigation will be discussed at this meeting and following this consultation, if the student's behaviour warrants a suspension then a letter of suspension will be issued to the parent(s)/guardian(s).
3. The Year Head and relevant teachers will be informed of the suspension.
4. On returning to school, following suspension, the student will meet with the Deputy Principal and Year head at 08:45am to assist with the student's re-integration.
5. A student may be suspended by the Principal for up to 3 days. In exceptional circumstances the Principal may suspend for 5 days with BOM acknowledgment.

## 18. Letter of Suspension

The letter of suspension may include all/some of the following:

- Notice of the suspension.
- Effective date of the suspension.
- Duration of the suspension.
- The rights of appeal.

## 19. Suspension Appeals

As the principles of natural justice demand that there should be an available right of appeal to a higher authority, a student (over 18 years of age) or his/her parent(s)/guardian(s) may appeal the Principal's decision to suspend to the Board of Management. Such an appeal must be made in writing to the secretary of the Board of Management stating the grounds on which the appeal is being made. However, the school may insist that the student remains at home while the appeal proceeds. In the event that an appeal is successful, the suspension will be expunged from the student's record.

Parent(s)/Guardians and students over 18 years may appeal suspensions over 20 days to the Department of Education.



## 20. Suspension Completion

Upon completion of a suspension, the following procedures, where appropriate, **may** apply for the formal reintroduction of the student into the school:

- Parent(s)/guardian(s) may be requested to attend with the student upon his/her return to school.
- A written or verbal apology may be required of the student for his/her behaviour.
- The student may be required to enter into a contract of good behaviour or other conditions that may be specified before returning to school.
- The completion of a reflective worksheet may be required and submitted on the morning of return to school.
- On return, the school will attempt to successfully reintegrate the student back into the school by supporting them and giving them a clean slate and fresh start.

The BOM should review the use of suspension in the school at regular intervals to ensure it is appropriate and effective.

## 21. Expulsion Principles

Expulsion is the ultimate sanction imposed by the school on a student and will be exercised by the Board of Management only in relation to cases of extreme indiscipline and/or persistent contravention of our Code of Behaviour. In cases where the Principal judges that a student's actions are such that expulsion should be considered, the Principal will refer the student to the Board of Management. Given the severity of the potential sanction, the school, in accordance with the principles of natural justice, will investigate these cases thoroughly in advance of any hearing that could result in an expulsion.

### **Expulsion as a result of ongoing misbehaviour**

Where school authorities have tried a series of other interventions and believe that they have exhausted all possibilities of changing student's behaviour.

Such cases include but are not limited to:

- The student being so disruptive that he/she is seriously preventing other students from learning and/or a teacher from teaching.
- The student being uncontrollable and not amenable to any form of school discipline or authority.
- Parent(s)/guardian(s) being unable or refusing to exercise their responsibility for the student.
- The student being a danger to himself/herself or to others.



- When guarantees of reasonable behaviour following repeated suspensions are not forthcoming or not being met.
- The student's conduct acting as a source of serious bad example and having an adverse influence on other students in the school.

### **First time offences of a very serious nature.**

Such cases include but are not limited to:

- Serious threat of violence against another student or member of staff.
- Actual violence or physical assault.
- Supplying illegal drugs to other students in the school.
- Sexual assault.

In the interest of ensuring a fair and even-handed system for the imposition of an expulsion, the Board of Management will, among other things, take account of the following factors in determining a decision:

- The age and state of health of the student.
- The student's previous record of behaviour at the school.
- Any mitigating circumstances unique to the student that might reasonably be taken into account in connection with the behaviour leading to the suspension.
- The degree to which parental, peer or other pressure might have contributed to the behaviour.
- The severity of the behaviour. Its frequency and the likelihood of recurrence.
- The extent to which the behaviour impaired or will impair the normal functioning of the students and others in the school community.
- The degree to which the behaviour was a breach of the Code of Behaviour.
- Whether the incident leading to the suspension was the result of the student acting alone or as part of a group.
- The degree to which the student recognises and accepts that his behaviour was unacceptable and is prepared to exhibit genuine contrition.

## **22. Expulsion Procedure**

A proposal to expel a student requires serious grounds before being implemented. Except in the case of an incident of extreme misbehaviour, expulsion will be resorted to only after the Principal has:

- Ensured that a detailed investigation has been carried out under his/her direction.
- Ensured that all discipline options under the Code of Behaviour have been applied and documented.
- Ensured that all appropriate support personnel, both internal and external, have been involved.
- Ensured all other procedures, referrals, supports have been exhausted.





- Ensured that discussion has occurred with the student and parent(s)/guardian(s) regarding specific misbehaviour that the school considers unacceptable and that may lead to permanent exclusion.
- Provided formal verbal and written warnings at appropriate times dealing with such behaviours and provided clear expectations of what was required of the student in the future.
- Recorded all action taken and copied all correspondence.
- Informed the parent(s)/guardian(s) of his intention to recommend expulsion to the Board of Management.
- Provided the parent(s)/guardian(s) and Board of Management in advance with a full, written description of the allegations against the student and the case being made to the Board, together with copies of all documentation, statements, and other materials supporting that case.
- Consulted with the Educational Welfare Officer.

Following these actions by the Principal, expulsion will occur only after the Board of Management has:

- Heard the Principal's case against the student, which should be made in the presence of the parent(s)/guardian(s) who shall be invited and may at their discretion attend.
- Heard the response, if any, of the parent(s)/guardian(s), if they choose to attend.
- Examined all documentation.
- Considered the student's record in the school.
- Ensured that the Principal and parent(s)/guardian(s) are not present for the Board of Management's decision on the matter.
- Discussed the case in detail.
- Considered all the commitments made in the Code of Behaviour.
- Made a final decision.
- Communicated the expulsion decision to the parent(s)/guardian(s) formally by registered letter.
- Informed the Education Welfare Officer under Section 24 (1) of the Education Welfare Act 2000.

**The BOM alone has the authority to expel a pupil. The procedures outlined in the NEWB code of behaviour guidelines must be strictly adhered to.**

## **23. Expulsion Appeals**

Parent(s)/guardian(s) have the right to appeal a decision of the Board of Management to expel a student to the Minister for Education or to an authority delegated for such appeals by the Minister under Section 29 of the Education Act 1998.

Permanent expulsion may be appealed by a parent/guardian, by a student (over 18 years of age), or by the Education Welfare Service Tusla. Any such appeal must be lodged within 42 calendar days of the decision of the Board of Management.



A parent/guardian, or a student over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of the student.

## **24. Students with Additional Educational Needs**

All students are subject to the Code of Behaviour. However, there must be accommodations for students with complex needs. These accommodations may be decided upon in collaboration with the SENCo and or other relevant professionals. Positive interventions that may be used include behavioural contracts, behavioural plans, reflective time-outs, and communication with parents. This list is not exhaustive.

Sanctions/consequences may be needed to help a student with additional educational needs to learn about appropriate behaviour and skills, as in the case of any student.

It is important that students with an additional educational need clearly understand the purpose of the sanction and the reason why their behaviour is unacceptable. The school and classroom practices that support good learning behaviour are valid for all students, including those with identified additional educational needs.

## **25. Students over 18 years of age**

Such students are seen as a resource to assist in the educative process by leading through the example of hard work and good behaviour. All students are subject to the Code of Behaviour. Pupils over 18 who misbehave will be interviewed by College authorities in a collaborative approach to resolve any issue. Students over 18 years are subject to the Code of Behaviour at the school.

## **26. Behaviour of students outside of school hours and/or off school grounds**

The standards and rules contained in The Code of Behaviour will apply in any situation where the student is still the responsibility of the school. Examples include school tours, extra-curricular/games, and attendance at events organised by the school. This list is not exhaustive.

Where a student is alleged to have engaged in serious misbehaviour outside school, when not under the care or responsibility of the College, a judgement would have to be made that there is a clear connection with the College and a demonstrable impact on its work, before the Code of Behaviour applies. The College may seek legal advice where the situation is complex.



## 27. Relevant Legislation and Legal Instrumentation

- The Constitution of Ireland;
- The European Convention of Human Rights (1950);
- The UN Convention on the Rights of the Child (1989);
- Education Act 1998;
- Education (Miscellaneous Provisions) Act 2007;
- Education (Welfare) Act 2000;
- Equal Status Legislation;
- Ombudsman for Children Act 2002;
- Education of Persons with Special Needs Act 2004 (EPSEN Act);
- Disability Act 2005;
- Non-Fatal Offences against the Person Act 1997;
- Health and Safety Legislation;
- Data Protection Act, 1988;
- Data Protection (Amendment) Act, 2003;
- Age of Majority Act, 1985

## 28. Policy Review

The BOM, together with the Principal, monitors the Code of Behaviour on a regular basis. The BOM may review all or part of the Code of Behaviour if deemed necessary by the BOM.

## 29. Approval

This policy was adopted by the Board of Management on 15<sup>th</sup> June 2023.

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

Signed: \_\_\_\_\_  
(Chairperson of the Board of Management)

Signed: \_\_\_\_\_  
(Principal)

Date: **15/6/23**

Date: **15/6/23**



# Rice College Ennis (An Edmund Rice School)

---

**Address:** New Road, Co. Clare. V95 FV10 **Tel:** 065-6822105 **Email:** [admin@ricecollege.ie](mailto:admin@ricecollege.ie) **Web:** [www.ricecollege.ie](http://www.ricecollege.ie)

---

## BASIC SCHOOL RULES

**Respect:** Students are expected to show respect and courtesy to all members of staff and to one another and to obey the directions of school staff.

**Punctuality/College Hours:**

Morning Classes: 9.00 am to 1.15 pm

Lunchtime\*: 1.15 pm to 2.00 pm

Afternoon Classes: 2.00 pm to 4.00 pm (Mon-Tues)

2.00 pm to 3.20 pm (Wed-Fri)

\*The college is not responsible for students who leave the premises at lunch time. First Year students are not allowed to leave the college grounds during lunchtime.

**Tidiness:** Students should pay attention to personal neatness and also to tidiness of classrooms, corridors, college yard and so on. Students must dispose of litter in the litter bins provided. Chewing gum is strictly prohibited.

**Alcohol, Drugs, related substances and smoking:**

The use, consumption or possession of alcohol, illegal drugs or any such substances, including but not limited to unprescribed medication, any product from a head shop or any such store, e-cigarettes or other vape products and smoking are strictly prohibited on the school campus. This includes all school related activities. A substance use policy is in place.

**College property:** Students are expected to respect college property. Accidental damage should be reported immediately to the Principal or Deputy Principal.

**Personal property:** The school authorities do not accept any responsibility for the theft, loss or damage to any personal property. Valuables and money, except pocket money, are not allowed in the school.

**Conduct:** Students are answerable to the school authorities for any misbehaviour outside of school which reflects discredit on Rice College and are subject to disciplinary action within the school.

**Electronic equipment:** The use of lasers, ipods and any recording devices is strictly prohibited

**Effort:** Students are expected to give of their best in class at all times and to attend to their homework and study conscientiously.



**Safety:** Students are expected to observe all health & safety regulations throughout the school and in particular in the specialist classrooms.

**Corridor Movement:** Students are not allowed on the corridors during class without permission.

**Mobile Phone**

All mobile phones must be powered off during school hours. Such a device is never to be used to take a photo/recording of any student or staff member. Mobile phones are not to be used in school unless directed by a teacher. Phones must only be used for educational purposes on school grounds. A mobile phone which causes disruption in school may be confiscated.

**Uniforms (Girls)**

Tartan skirt (knee length) or Grey trousers (trousers are of a specific design and grey colour).

Navy V-neck jumper with the school crest.

Navy socks or plain navy / black tights. (No patterns or designs)

Blue shirt

Dark footwear

Neat hairstyles.

**Uniforms (Boys)**

Plain Grey trousers.

Navy V-neck jumper with the school crest.

Blue shirt

Dark footwear

Neat hairstyles

A discreet stud earring in each ear is permissible (one per ear). No other visible piercings are allowed. All students are expected to dress appropriately for P.E. classes and to observe necessary health and safety dress codes in specialist classes, e.g. safety goggles and lab coats during practical Science classes.