



2023

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Introduction

This Code of Behaviour Policy is a statement of good practice that reflects our commitment to a restorative ethos, in line with our school's values. The policy promotes the explicit building of positive and healthy relationships, recognising the centrality of such relationships to the wellbeing and learning for all.

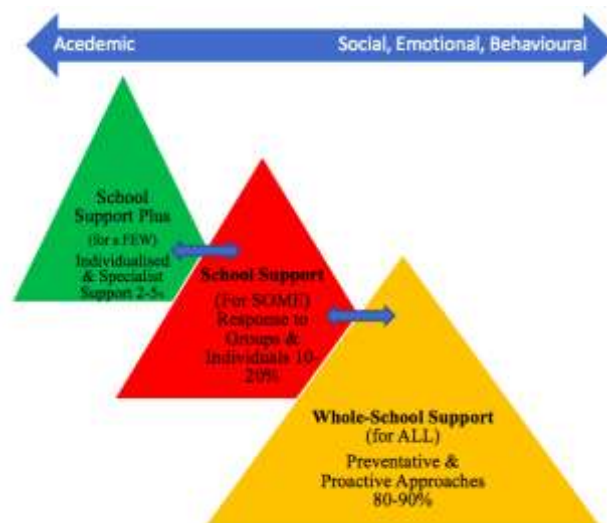
Our expectations **Ready, Respectful, Safe** and our school values **Wisdom, Inclusion & Dignity** embody our belief that **resilience, determination** and a positive 'can do' attitude will enable all of our students to succeed at school and beyond.

The promotion and modelling of positive behaviour and relationships is the responsibility of the school community as a whole. The Patronage (DDLETB in partnership with Scoil Sinead), the Board of Management, Principal, Deputy Principal, staff and students are responsible for ensuring that all aspects of the school's code of Behaviour policy and its application, promote equality of all students. This policy has been created in collaboration with the above stakeholders to:

- provide staff and parent/guardians (referred to as parents for the rest of this document) and students with clear guidelines and strategies.
- promote positive behaviour.
- support students in taking responsibility for their behaviour/choices.
- recognise the need for a degree of flexibility when faced with behavioural diversity in the classroom.
- accept that a 'one size fits all' approach is not always sufficient.

Continuum of Support

The Code of Behaviour supports behaviour at Whole School Level (Support for All) however we endeavour to support all students in our community with Behaviour for Learning across the continuum of support where necessary. Each level of support builds on the preceding level.



(Adapted from NBSS/DES/HSE)



Our Vision

This policy is underpinned by the philosophy of Restorative Practice (RP) which focuses on the building, maintaining and repairing of relationships.

Restorative Practice is a value – based way of being; it aims to consciously build relationships, respond to conflict in a healthy way, and connect us to our best selves and to one another.

Our vision for relationships and behaviour at GCC is that it is a place where:

- We **involve** teachers, students and parents in decisions and value them as unique individuals.
- We **support** and **empower** a happy, secure learning environment for all.
- We **reflect** values of justice, equality and human rights for all.
- We **challenge** injustice and unfair discrimination.
- We **resolve** conflicts.

Our Mission Statement

The Code of Behaviour is grounded in the mission statement of Griffeen Community College which states:

Griffeen CC promotes the development of the whole person. It aims to nurture, in partnership with parents, responsible citizens equipped with skills for learning and for life. By creating a supportive and motivating learning environment we ensure that every student is given the opportunity to succeed. Awareness of students individual learning styles informs the learning strategies, thus personalizing the learning exchange for each student. The spirit of GCC is based on respect, tolerance, understanding and appreciation for the diversity of our changing world. The Board of Management oversees the development of a caring and inclusive community where wisdom, inclusion and dignity are core values of our school. Fostering an atmosphere of mutual respect is central to what we do.

The community of teachers and parents, supported by the Board of Management are committed to creating a caring, learning community where each student is valued and accorded respect and dignity. Students will learn with pride, progress with confidence and achieve with human purpose.

School Motto

“Learn with pride and progress with confidence”



Standards and Expectations

Standards

The most important commitment that each of us makes in joining our community is acting with respect and consideration for others at all times. In order to encourage, develop and maintain positive relationships, staff, students and parents each commit to a set of standards related to their role.

Teachers are expected to act in accordance with the *Code of Professional Conduct for Teachers*, produced by the Teaching Council (2016).

Expectations

Griffeen Community College as a member of DDLETB is a state, co-educational, multidenominational school, underpinned by the core values of:

- Excellence in Education
- Care
- Equality
- Community
- Respect

ETBI Patrons' Framework on Ethos available at: <https://www.etbi.ie/etb-schools-ethos/>

The Griffeen Community College Ready, Respectful, Safe Matrix underpins the ethos of our school and we expect all members of the school community to:

- Model positive behaviours and build relationships.
- Ensure all school staff are treated respectfully.
- Plan lessons which engage, challenge and meet the needs of all students.
- Ensure praise outweighs anything negative by at least a 5:1 ratio.
- Meet and greet at the door.
- Be calm and give 'time to respond' when going through the steps. Routines and relationships nurture success.
- Follow up every time, retain ownership and engage in restorative dialogue with students.
- Never ignore or walk past students not meeting expectations.
- Our GCC expectations are constantly supported and monitored by our Focus Behaviour Team.

The Code of Behaviour applies:

- during all school-linked activities

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- during school tours
- to interactions, both in person and digital.

“The code of behaviour is the set of programmes, practices and procedures that all together, form the school’s plan for helping students in the school to behave well and learn well”

(NEWB Guidelines, 2008)

Our Key Principles

At Griffioen Community College we aim to provide an inclusive, high quality education and provide a caring, stimulating and aspirational learning environment in which successful learning can take place.

- **Wisdom** - we aim to promote the importance of experience and good judgement
- **Inclusion** – we promote social inclusion and provide opportunity for all. We believe that students and staff have the right to feel valued and respected to learn and work effectively.
Dignity – we promote equality of access to high quality education and the dignity of each individual. In order to achieve this, it is vital that all members of the community feel safe, secure, valued and an atmosphere of mutual respect for all is endorsed.
- **Respect** for diversity – we welcome diversity and embrace the values, cultures and traditions of all our pupils to the benefit of all.
- **Responsibility** – we promote and maintain positive relationships and behaviour and apply this policy consistently and fairly.
- **Collaboration** – rules are collaboratively explained and followed by all members of the school community (See Ready-Respectful-Safe matrix)
- **Restorative** – RP approaches generate positive solutions to relational challenges issues which are mutually agreed between all parties affected by the issue.

Our Aims

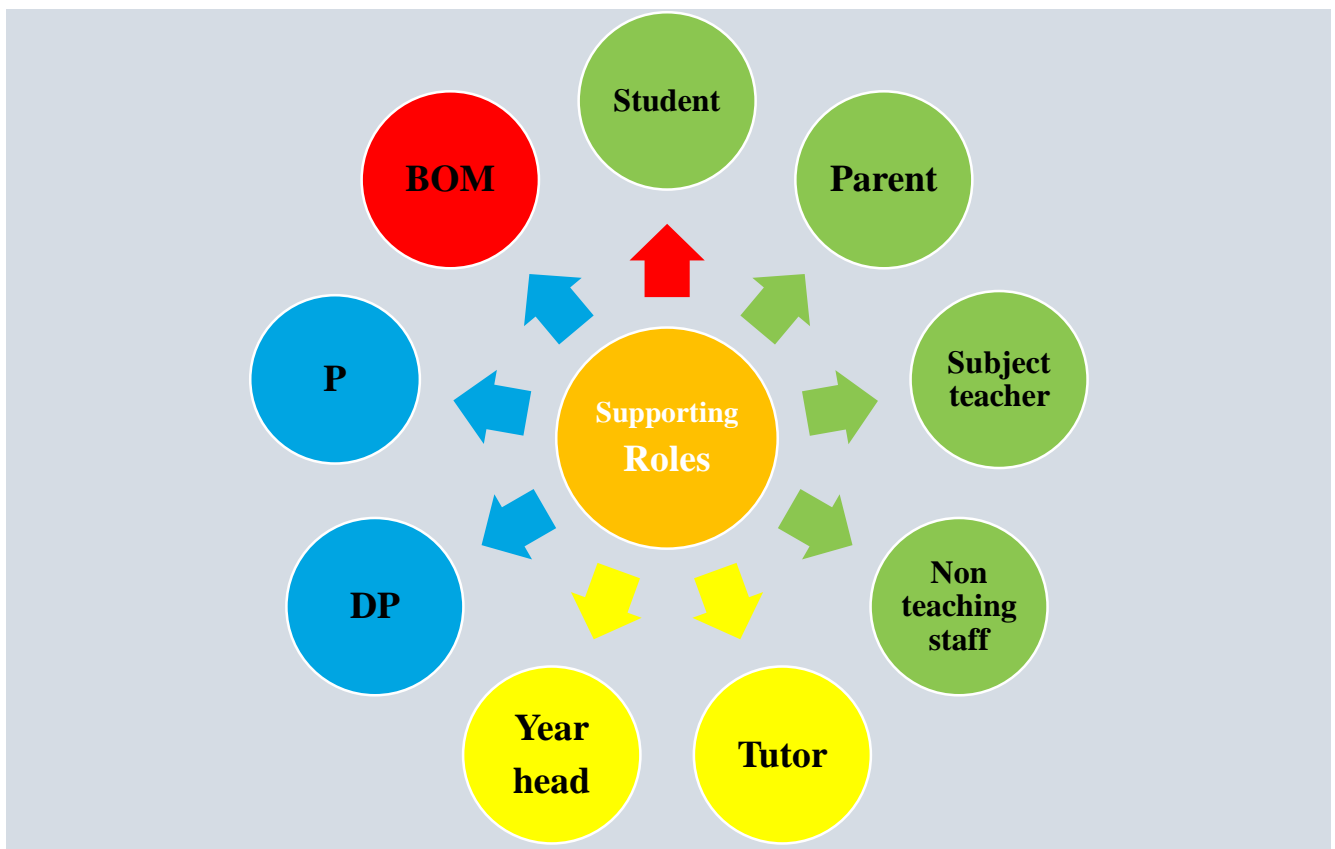
The key aims of this policy are:

- To secure an environment where effective teaching and learning can take place.
- To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential.
- Our ethos builds relationships by recognising the voice of every child and member of our school community. We aim to develop self-awareness, self –esteem and resilience.

Code Of Behaviour

- Our classrooms are places of learning and we expect our students to act in line with our values in class, ensuring that the needs of all are met in order to get the best out of their learning opportunities.
- To create an atmosphere where achievement is respected and valued by all.
- To establish good working relationships and encourage mutual respect amongst all members of the school community.
- To promote positive behaviour and self-discipline, recognizing the differences between all members of the school community and the need to accommodate and accept these differences.
- To ensure the safety and well-being of all members of the school community.
- To work with parents and students to encourage positive behaviour and to establish positive patterns of behaviour where there are difficulties. To resolve issues in a fair and transparent manner.
- To monitor behaviour and to ensure rewards and consequences are fairly apportioned according to the behaviours demonstrated.

Supporting roles in the school community



Promoting Positive Behaviour

“Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour”

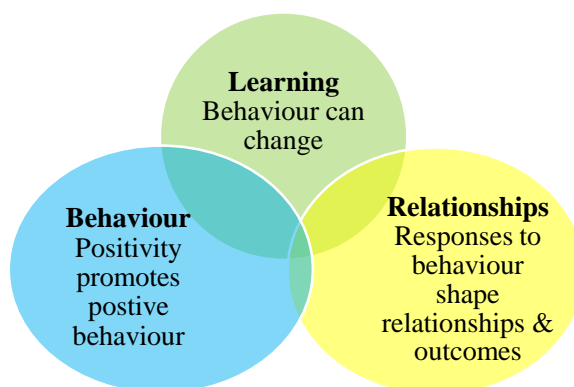
(NEWB Guidelines 2008)

Sample Overview of:

Acknowledgements	Encouragements	Rewards
<ul style="list-style-type: none"> • Verbal Praise • Quiet word • Mention in assembly • Written comments on work and or journal • Phone calls to parents • Display of student’s work • Praise GCC postcards/letters • Special mention on school social media • Positive comments on VSware 	<ul style="list-style-type: none"> • Positive interactions between teachers and students • Classroom routines • Clear and explicit teaching of Expectations 	<ul style="list-style-type: none"> • Special awards and assemblies • Motivational rewards and prizes • Certificates • Wellbeing Awards • Ethos Awards • Attendance Awards • Principals Award

Our school seeks to motivate students, create a positive learning environment, raise student self-esteem and provide systems which can be used by all staff and contribute to raising levels of achievement.

Understanding Behaviour



‘Learning, behaviour and relationships are inextricably linked’ NEWB 2008

‘Learn With Pride and Progress with Confidence’



Student Support Meetings

Where a student is presenting with a variety of needs, or there are significant barriers to learning and initial strategies are failing to impact, the teacher/tutor /yearhead, will refer them to the Student Support team. The initial strategies will be reviewed and a decision will be made at the meeting the most appropriate way forward. Staff will be kept informed of progress and agreed strategies.

Alternative arrangements

Dependent upon student need, the school will use the following interventions to support and re-engage students:

- Short - term withdrawal from mainstream lessons – short term personalised placements on the school site with gradual reintegration back to the mainstream curriculum.
- Behaviour Support Plan
- External provision - for example the ALP programme or Carline centre.

Home School Agreement – The Role of Parents/Guardians

The school is a learning environment. Maintaining a high standard of discipline enables all students to benefit from a positive school experience. Students’ learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways

- Remaining in contact with the school
- It is absolutely not acceptable for a student to use their phone to contact their parent during the school day. Equally if a parent needs to contact their child during the school day, this should be done through the school main office, only. All phones need to be turned off and in lockers during the school day. If a student is found to be using their phone to contact home, they will be suspended. If a student needs to contact home this can be done through the main office.
- Being interested in their child’s learning
- Understanding and supporting school procedures and expectations
- Understanding that standards set within the classroom and will be managed by the class teacher.
- Being willing to support activities related to school
- Being aware of their child’s role within the community
- Supporting the school’s use of Restorative Practice
- Informing the school of absence through the Absent Request function on the VSware App on the first day of absence or in advance of absence if this information is known.
- Placing a note in the journal if the student needs to leave early and by confirming the note with an email to tutor



By ensuring their child is ready for the school day

- Attending regularly
- Being punctual
- Being dressed in correct school uniform
- Having correct equipment and appropriate materials for lessons
- Addressing all members of the staff politely and with dignity and respect
- Encouraging students to recognise the rights of other to learn and that disruptive behaviours interfere with the progress of class work

Communicating with staff

- Regularly checking the school journal to ensure all homework is being recorded and fully completed
- By signing the journal on a weekly basis
- Informing teachers if problems are encountered relating to homework/school work
- Making appointments to see staff about concerns where necessary
- Reading and responding appropriately to school communications
- Providing up to date emergency contact numbers
- Attending parents' evenings and school meetings
- Checking school reports online through VShare

School site access

- Students should arrive at school at least 10 minutes before the start of the school day.
- Students need to get all their resources for the morning lessons as soon as they arrive and then go straight to the tutor room.
- Possession of cigarettes, vapes or electronic cigarettes or, smoking, vaping or use of electronic cigarettes in school is illegal and is subject to suspension.
- While travelling to and from school, students are representatives of the school and as such, high standards of behaviour is expected of them.
- Students are not to leave the school site once they arrive in the morning, until the end of their school day or unless by arrangement with a parent and signed off in the office.
- Students must leave the Kishoge CC campus in a prompt and orderly fashion at the end of the school day, unless:
 - Supervised in a school activity
 - Detention
 - Extra-curricular clubs



Uniform

Refer to our uniform policy for full uniform details.

In the event that students arrive to school in incorrect uniform or out of uniform:

- A note from home must be presented in the journal
- Where appropriate, students will be asked to return home to change into the correct uniform
- Parents/Guardians will be notified of on-going uniform issues
- Students arriving to school out of full uniform will be sent home following contact with parent.

Equipment

- Students must ensure they have the equipment needed, for each class, every day. iPads must be fully charged every night.

Artificial Nails

- Students are not permitted to wear artificial nails of any description to school. This is for both Health and Safety and hygiene reasons. In particular, artificial nails are highly impractical for operation of the iPad and during subjects such as Art, Home Economics, Science, Woodwork, PE, Graphics, etc.

False Eyelashes

- Students are not permitted to wear false eyelashes of any description to school. This is for both Health and Safety and hygiene reasons.

Jewellery

- We recommend that students do not wear jewellery to school. The school will not be responsible for the loss or damage of such property.
- One small pair of earrings, one ring and/or one chain is acceptable. For Health and Safety reasons, a chain, if worn, must be kept inside the school shirt at all times. Students wearing excessive jewellery will be asked to remove it. If they continue to wear excessive jewellery it will be removed and kept in the main office for collection by a parent/guardian.

Make-up

- Make up is not encouraged in school and students who present themselves with excessive makeup may be asked to remove it before class.

Tattoos and Piercing

- Tattoos should not be visible
- Facial/Visible body piercings are not permitted. One set of simple stud type ear piercing only.

Student Hairstyles

- Student hairstyles must be kept clean, neat and discreet.
- Hair colours must be within the natural range of hair colours.



- Shaved heads are not allowed.
- Designs shaved into the hair are not permitted.

Use of toilets

- We expect students to use the toilet before morning tutorial/lessons, at break and lunchtime
- Exceptions are made in the case of emergencies and where written notification of medical issues has been provided from home
- These written exemptions should be shown to tutors who will note them in the journal and staff will be informed
- Students leaving lessons to go to the toilet must present their journal to the teacher who will note the time and date of the break from lesson.
- The student must place the journal on the teacher's desk, open at the appropriate page before leaving the room.

The School Journal

It is important to note that the school journal must be in the possession of students at all times and that it will be made available to staff and parents on request.

- The school journal should be placed on the student's desk at the beginning of every lesson.
- The students timetable, including subject room locations for each period of that subject, will be recorded in the journal
- The journal is the primary point of correspondence between home and school. It will contain a record of all absences, late arrivals to school, notes re behaviour and performance
- Pages may not be torn from the journal
- The journal will be maintained free of graffiti or Tippex
- It will be the responsibility of the student to ensure that their journal is not damaged in any form either by themselves or by another student – a replacement journal will have to be purchased by the students if the above points are not upheld- cost of 10 euro
- At the end of the school year, journals may be retained for future reference

Classroom Behaviour

- Tippex or Aerosols are not permitted in the school. These items will be confiscated.
- Chewing gum is not permitted
- Students show **respect** to fellow pupils, all staff and school property by maintaining a clean classroom environment

Lunchtime Expectations

All members of the school community are expected to be **Ready, Respectful, Safe** during break and lunchtime which includes:

- Getting **Ready** for lessons occurring after lunch, at the start of the break period



- Eating and drinking in designated areas only
- Cleaning up after themselves
- Treating everyone with *respect*
- Ensuring an appropriate noise level

Mobile Devices - This includes all mobile devices under 11” screen.

All mobile devices are to be switched off and put away as recommended for the duration of the day. Refer to the school AUP for further information. The school accepts no responsibility for electronic devices lost or stolen on the school premises/ school activities.

1. **First offense:** Mobile device is returned at the end of the school day.
2. **Second offence:** Mobile device is returned at the end of the school day.
3. **Third offence:** Phone call with Parent/Guardian after which mobile device will be returned.
4. **Fourth Offence:** Meeting and Parent/Guardian collects device.

Medical issues

If a student is unwell and judged unfit to remain in school, the class teacher will make a note in the journal for permission to go to the office. Home will be contacted, and the student can be signed out from reception by a parent or guardian or given permission by the parent or guardian to go home alone. Griffeen Community College advise that Parents and Guardians should collect students in person when they are unwell.

Absence from school

- The school must be notified of any absences as soon as is possible, either by phone call/email on the morning of the first absence, or by advance note in the journal, if the parent is aware that the absence will occur.
- A written note must be placed in the school journal on return to school and presented to the tutor.
- The nature of the absence must be stated, e.g. illness, family holiday etc.
- When students are absent from school, a text message will be sent on the morning of each unexplained absence.

Leaving the school during the day

Students that need to leave during the school day must sign out at the main office.

- They must have a note from a parent/guardian explaining that they need to leave. The note must state the exact date, time and lesson from which the student needs to depart.
- This note must be shown to the Tutor during tutorial time.



GCC

Code Of Behaviour

- At the start of the lesson from which the student is leaving, the student must inform and show the class teacher the note to leave.
- The student must sign out at the Main Office before leaving. It is preferable to have a parent collect the student when possible.

Reporting Attendance

The identification of students who are at risk of dropping out/ poor attenders will take place from an early stage.

On day 20 the Parent/Guardian and Tusla Education Support Service (TESS) are informed by letter.

In accordance with procedure and policy, letters notifying Parents/Guardians of total absences, are sent home notifying of absences at **Day 10, Day 16-18 and Day 20. The reason for absence is immaterial.** Once the required number of days has been reached, letters are sent regardless of whether the absence:

- a) has been explained by a parent/guardian
- b) was due to suspension

Students who are absent more than 20 days in the school year are referred to Tusla by the Principal and the parents/guardians are informed. Attendance is recorded on all school reports.

Reference can be made to our Attendance Policy available on the school website.

Detention

In the event that students have become disengaged in their learning environment, which for example, may include arriving late to school, class, or trips, general breaches of the code of behaviour, or AUP, detention will take place. The purpose of the detention is to act as a support for students. It is a support which will allow students to, for example, repair any harm caused as a result of non-cooperation. The student will be supervised by a member of staff. Parental support is appreciated in every effort to optimise the teaching and learning of our students.

- Detention will be recorded in the student journal **and/or** parents will be informed by phone at least 24 hours beforehand.
- Detention will apply under circumstances as outlined above.
- Reasons for detention will be clarified in advance with the student.
- Efforts will be made to provide support to ensure students can avoid the same challenges in future.

Fire alarm

- Any student who falsely sets off the fire alarm is liable to receive suspension. Fire evacuation procedures must be followed in the event of an alarm. Refer to our Fire policy.



Behaviour Outside School

Students who breach the school's Code of Behaviour whilst in uniform, or who are in some other way identifiable as a student of the school, on school business such as trips, sports fixtures, or a work-experience placement, will be dealt with in the same manner as if the incident had taken place at school.

For incidents that take place outside of school, and not on school business, the Code of Behaviour will still have effect if there is a clear link between that behaviour and discipline among the student body as a whole.

This includes:

- Behaviour in the immediate vicinity of the school.
- Journeys to and from the school.
- When a student is wearing school uniform or is in some other way identifiable as a student of the school.
- When the behaviours could adversely affect the reputation of the school.

For acts of aggression or acts which threaten the health and safety of others, the school reserves the right to involve An Garda Síochána. Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures will be applied.



Responses to Behaviours

“Where a student’s behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of other students and staff. This can be a difficult balance, and achieving it requires 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, and using transparent criteria for measuring the impact.”

(NEWB Guidelines 2008)

The tables below contain sample, low medium and high-level behaviours and some possible responses. These lists are not exhaustive. Any breach not listed may correspond with sample behaviours below.

Low Level Disruption – Responsibility of Teacher (Class/Supervising) and Tutor

Sample Low Level Behaviour	Sample Responses
<ul style="list-style-type: none"> • Talking out of turn • Not following instruction • Distracting other students • Late to school • Late to class • Forging notes • Not in correct uniform • Not having class materials AND journal • Persistently arriving to school with an uncharged iPad • Harmful/unsafe behaviour • Chewing gum • Use of iPads or mobile devices for purposes other than instructed • Littering 	<ul style="list-style-type: none"> • Teacher proximity • Non-verbal cue – signal, gesture, look • Remove distraction • Expectation reminder • Model/practice expectation • Holding a quiet word • Verbal reminder with a choice • Change seating (Non Covid times) • Social skill reminder • Conversation at the end of class • Record misbehaviour in the journal • Detention
Suggested Intervention and Supports for Low Level Behaviour	
<ul style="list-style-type: none"> • Restorative conversations (See Appendix) • Explicit teaching of whole school expectation rules and routines • Tutor Support • Referral to SST • SET Support • Anti – Bullying Support • Communication with Parent/Guardians • Differentiation - instructions/work assigned. • Organisation Report • Behaviour Report 	



Medium Level Disruption – Responsibility of Teacher, Tutor & Year Head

Sample Medium Level Behaviour	Sample Responses
<ul style="list-style-type: none"> • Repeated or persistent low-level behaviours • Persistent disruption to teaching and learning, inappropriate/disrespectful language or comments • Refusal to present journal • Defacement to journals • Absent from class or leaving class without permission • Verbal and/or physical aggression • Persistently using iPads (mobile devices) for purposes other than instructed • Acting out 80-90% of classes in 80-90% of the time 	<ul style="list-style-type: none"> • Continued application of low-level interventions • Note in journal and VShare • Teacher buddy-room System (Non-Covid times) • Phone call and/or meeting with Parent/Guardians • Detention (Loss of T&L time made up) • Referral form to Year Head • Behaviour Report • Suspension • Principal's Report
Suggested Intervention and Supports for Medium Level Behaviour	
<ul style="list-style-type: none"> • Restorative conversations (See Appendix) • Tutor Support • Organisation Report • SET Support • BfL Support (Student Behaviour Plan- SBP) • Evidenced based/evidenced informed programs • Referral to SST (Focus In/Out, Check and Connect, Counselling etc.) • Anti – Bullying Support • Communication with Parent/Guardians 	



High Level Disruption – Responsibility of Year Head, Deputy Principal and Principal

Sample High Level Behaviour	Sample Responses
<ul style="list-style-type: none"> • Repeated or persistent medium level behaviours • Leaving school without permission • Breaches of Acceptable Use Policy (AUP) • Causing Health and Safety risk to others • Engaging in threatening, insulting and abusive, intimidating words and behaviours. 	<ul style="list-style-type: none"> • Continued application of medium level sanctions • Restorative meetings • Tracking (BfL, Target Card etc.) • Referral to YH/DP/P • Behaviour Report • Suspension • Principal’s Report • Post suspension meeting with parent/guardians • Anti-Bullying Procedures • Referral/advice from BOM • Recommendations for School expulsion
Suggested Intervention and Supports for High Level Behaviour	
<ul style="list-style-type: none"> • Restorative conversations/approaches (See Appendix) • Tracking • Behaviour Report • Principal’s report • Referral to Student Support Team (SST) • Referral to Addition Education Needs (AEN) • Communication with Parent/Guardians • Individual Behaviour Agreement • Anti – Bullying Policy and Procedures • Engagement of external agencies 	



Unacceptable Behaviour – Responsibility of Year Head, Deputy Principal and Principal

Unacceptable Behaviour	Sample Responses
<ul style="list-style-type: none"> • Bullying • Fighting • Verbal and/or physical aggression • Theft • Throwing objects likely to cause injury • Vandalism • Possession and or use of fireworks • Behaviour that constitutes a significant threat to health and safety. • Possessing, consuming or intention to supply or share or use alcohol or drugs or any illegal substance. • Smoking/vaping or in possession of cigarettes or vapes of any form. • Substance misuse • Unacceptable breaches of the Acceptable User Policy (AUP) 	<ul style="list-style-type: none"> • Suspension <ul style="list-style-type: none"> ○ Post suspension meeting with parent/Guardians ○ Restorative meeting ○ Principals Report • Anti-Bullying Procedures • Referral/advice from BOM • Recommendation for School expulsion
Suggested Intervention and Supports for Unacceptable Behaviour	
<ul style="list-style-type: none"> • Principals Report • Referral Student Support Team • Communication with Parent/Guardians • Individual Behaviour Agreement • Application of Anti – Bullying Policy and Procedures • Review of previous interventions carried out to date • Engagement of external agencies 	



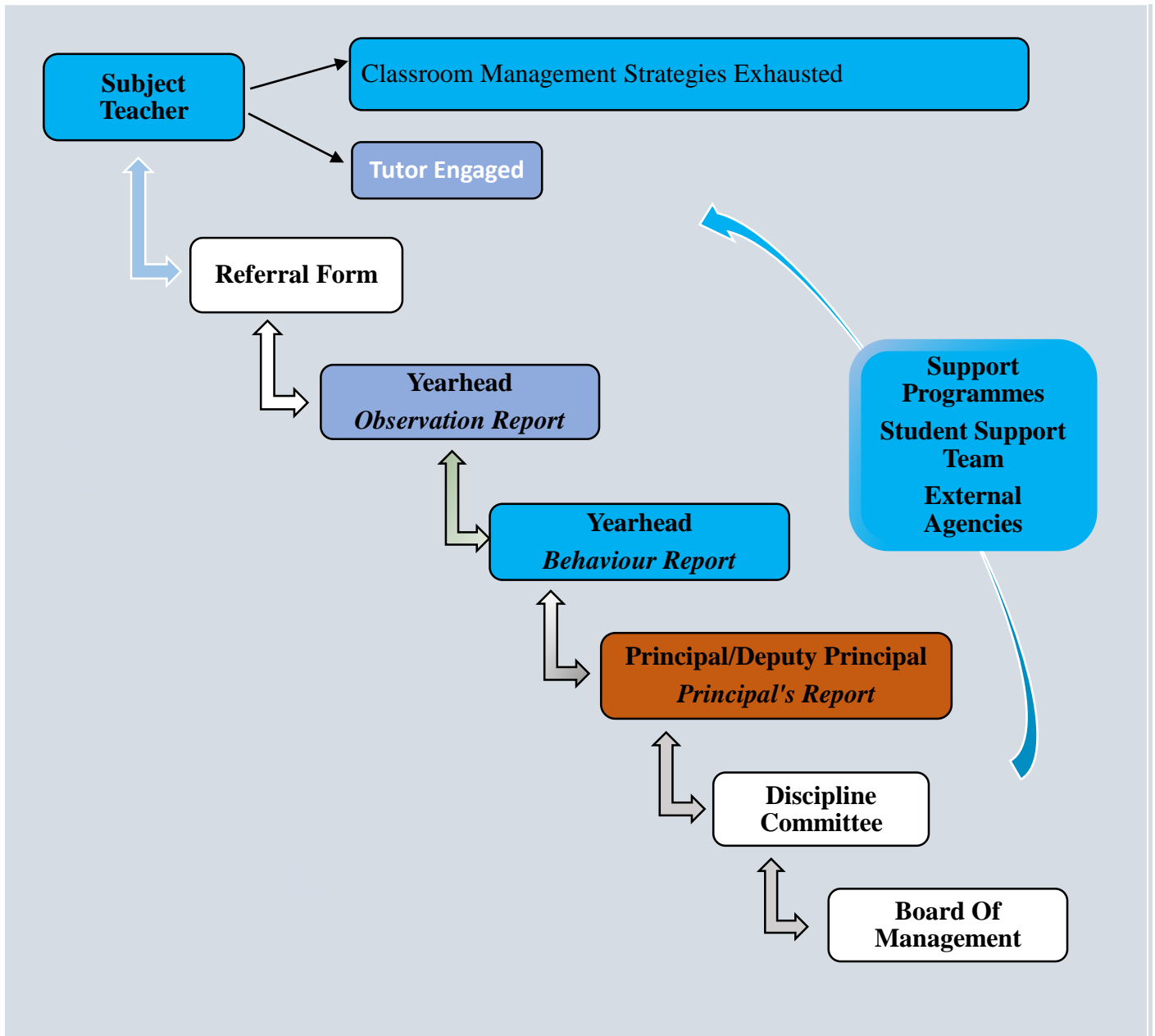
Ladder of Referral Supports and Sanctions

Classroom Teacher

- Plans lessons that are inclusive to all students
- Role models a culture of positive recognition and support for all students
- Clearly explains expectations to all students in relation to all behaviour and learning tasks/activities
- Sets reminders of expectations
- Uses non-verbal signals to students not on task
- Uses verbal indicators that expectations are not being met
- Will have a quiet word with the student
- Asks the student to change seat
- Asks student to work in another classroom
- Calls parents/guardians and records on VSware in notes section
- Holds a restorative conversation (Amend/Repair/Reflect) with student before the next lesson.

Ladder of Referral

The following system of referral will be followed when in class supports have taken place and are documented as per school procedure.



**Any single incident can be referred to the Board of Management at the discretion of the Principal. Other interventions may be used: referral to the SST, external agencies, Behavioural Support Teacher or any other appropriate.*



Organisational Report	Behaviour Learning Report	Principal's Report
<p>Who? Yearhead places student on Organisation Report</p>	<p>Who? Yearhead places student on Behaviour Learning Report</p>	<p>Who? DP or Principal places student on Principal's Report</p>
<p>When? Data based evidence shows a persistent lack of organisation skills in 80-90% of classes; 80-90% of the time</p> <p>How long? Two Weeks</p>	<p>When? Following 3 '<i>Referral Reports</i>' obtained between: Sept - Oct = 3 Nov - Dec = 3 Jan - Feb = 3 Feb - Mar = 3 Feb - Easter = 3 Easter - May = 3 <i>Principal Discretion Applies</i></p> <p>How Long? Two Weeks</p>	<p>When? Post Suspension or After 5 '<i>Referral Reports</i>' in any two month period.</p> <p>How Long? Two Weeks</p>
<p>What happens? Student presents to all teachers in every lesson throughout the day. Student & Class Teacher sign.</p>	<p>What happens? Student presents to all teachers in every lesson throughout the day. Student & Class Teacher sign.</p>	<p>What Happens? Student presents to all teachers in every lesson throughout the day. Student & Class Teacher sign.</p>
<p>Monitored? Tutor checks progress and reviews comments on Organisation Report. Student and Tutor sign Organisation Report every day for two weeks.</p>	<p>Monitored? Tutor checks progress & reviews comments on card. Student and Tutor sign Behaviour Learning Report every day for two weeks.</p>	<p>Monitored? Student reports to the tutor at the end of each day. Tutor checks progress & reviews comments on Principal's Report. Student and Tutor sign Principal's Report every day for two weeks.</p>
<p>What next? Tutor may refer student to YH or SEN/SST/AEN in line with Continuum of Support at any stage in the process.</p>	<p>What? A Behaviour Learning Report is serious in nature, but does not include Verbal or Physical Agression.</p> <p>Why? Verbal or Physical Agression results in Suspension & Principal's Report.</p>	<p>What next? DP/P may refer student to SEN/SST/AEN External Agencies in line with Continuum of Support at any stage in the process. After 2 Principal Reports student is referred to disciplinary committee.</p>
	<p>What next? YH may refer student to SEN/SST/AEN in line with Continuum of Support at any stage in the process.</p>	



Suspected Criminal Activity

Without prejudice to any right to privacy or bodily integrity a Student may enjoy under the provisions of the Constitution of Ireland 1937 and/or the European Convention on Human Rights Act 2003, the Principal/ Deputy Principal/school tour leader who, with reasonable cause, suspects a Student to be engaged in any criminal activity may search that Student’s personal property (e.g. Student’s coat, school bag et cetera) or any relevant School property (e.g. the Student’s locker et cetera). (“Reasonable cause for arrest equates with the concept of reasonable suspicion. In that regard, a reasonable suspicion is one founded on some ground which, if subsequently challenged, will show that the person arresting the suspect acted reasonably in suspecting them”: Director of Public Prosecutions V Cash

[2007] IEHC 108 (Charleton J.)

Without prejudice to any right to personal liberty a Student may enjoy under the provisions of the Constitution of Ireland 1937 and/or the European Convention on Human Rights Act 2003, and in accordance with the provisions of Section 4 of the Criminal Law Act 1997, the Principal, Deputy Principal or any Teacher, as appropriate, may use reasonable force to arrest and, if necessary, detain any Student whom he, with reasonable cause, suspects to have committed, or to be in the course of committing, an arrestable offence for the sole purpose of transferring that Student into the custody of the Garda Síochána as soon as practicable.

An “arrestible offence” means a criminal offence for which a person of full capacity and not previously convicted may, under or by virtue of any enactment, be punished by imprisonment for a term of five years or by a more severe penalty, and includes an attempt to commit any such offence (See Section 2 of the Criminal Law Act 1997).

Examples of arrestible offences would include:

- While on the School Premises, being in possession of a knife or other article made or adapted for use for causing injury or incapacitating a person (See generally Firearms and Offensive Weapons Act 1990);
- While on the School Premises, being in possession of controlled drugs for unlawful sale or supply or use (See generally Misuse of Drugs Acts 1977 and 1984);
- Damaging or threatening to damage property belonging to another member or members of the School Community (See generally Criminal Damage Act 1991);
- Damaging or threatening to damage the School’s property;
- Theft or attempted theft of property belonging to another member or members of the School Community; and/or
- Theft or attempted theft of the School’s property.

While examples of arrestible offences, the foregoing is not an exhaustive list.

Suspension & Expulsion

The Board of Management in its procedures on suspension complies with Section 22 & 23 of the Education (Welfare) Act 2000 & complies with section 24 in its policy on expulsion. This policy applies to all partners in the education process. School Management (BOM), teachers, students & parents/guardians & was developed in consultation with all of the above.

Students aged eighteen years or more

On occasions when an adult student requests the school to restrict or limit communication with their parents in matters relating to their education, the school authorities will inform parents/guardians of the student about the change in practice & the reasons.

Involving the Gardaí

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

Suspension

This is defined as withdrawal of permission from a student to attend school for a specified period of time or pending the completion of a particular event or instruction. Withdrawal from a particular class or subject for a period of time may be used in some circumstances. The period of suspension depends on the severity of the offence but may vary from one to five days. While on suspension students are required to complete assigned work and continue to engage with lessons and homework on Teams App.

Authority to suspend

The authority to suspend a student rests with the school's Board of Management. The Board of Management delegates the authority to suspend a student from attending on the School Premises to the Principal for a period not exceeding three School Days, though this can increase to five days with the support of the Chairperson of the BOM, if a BOM meeting is impractical in the short term. The Principal will inform Tulsa if a student had been suspended for more than 6 days in any school year

The same powers are conferred on the

- Deputy Principal - on occasions when the Principal is absent/off-site- External suspension for up to 3 days.
- Year Head – External suspension for up to 2 days (in consultation with the DP and/or Principal)

In all cases of external suspension, the Principal will inform the Board of Management.



This authority to suspend is subject to the right of the parents (or of a student who is over 18 years) to appeal to the Board of Management. All suspensions are reported to the Board of Management. Under the Education (Welfare) Act, Section 21, the Principal will inform the Educational Welfare Officer in writing if a student is suspended for 20 days or more in any academic year.

Suspension is a serious sanction & is imposed where:

- ✓ Other efforts to resolve a disciplinary situation have failed. ü The nature of an incident dictates that the student be removed from the school immediately. ü The student repeated incidents of indiscipline in spite of warnings & counselling by staff.
- ✓ The student fails to recognise & submit to legitimate authority. ü The student's behaviour is considered to interfere with the right to learn of other students. ü The student's continued presence in the school constitutes a threat to the safety or welfare of other members of the school community.
- ✓ The student is responsible for serious damage to school property or to the property of others.

Automatic suspension:

Without prejudice to the foregoing, the Principal or Deputy Principal (in the Principal's absence) may, in their discretion, and if they believe that it is warranted, impose a suspension upon a student not exceeding three school Days. Such suspension will come into operation immediately following it being communicated to the student and Parent. A Student who has been suspended with immediate effect, subject to any direction to the contrary being given by the Principal or Deputy Principal (as appropriate), shall leave the School Premises as soon as practicable.

Examples of behaviour that could lead to immediate suspension are provided in the table of consequences of unacceptable behaviour in Section 10 pages 14-17.

Suspension during a State exam:

Suspension during a State examination will only be used where it is approved by the Board of Management & where there is

- ✓ A threat to good order in the conduct of the examination.
- ✓ A threat to the safety of other students & personnel.
- ✓ A threat to the right of other students to do their examination in a calm atmosphere.

Suspension procedure:

Fair procedures will be followed in the investigation & decision-making process in line with the Education Welfare Act 2000 & the NEWB Guidelines. These concern the right to be heard & the right to impartiality. The school recognises the serious nature of the sanction of suspension & this seriousness



GCC

Code Of Behaviour

is reflected in the school's procedures. Parents & student will be given an opportunity to respond before the decision is made & before any sanction is imposed. In the case of an automatic suspension, a formal investigation will immediately follow the imposition of the suspension. Parents/Guardians are contacted directly either by telephone or by letter or both to inform them in respect of a suspension. Parents are informed, in writing, as soon as practicable, (to the parent of, or if over 18 years of age, the student) confirming the proposed or immediate, as appropriate, suspension.:

- The reasons for the suspension & the period of suspension- commencement and termination dates for suspension.
- The requirements & arrangements for returning to school which must be fulfilled to gain reinstatement (e.g. parents & students will be asked to reaffirm their commitment to the BFL policy)
- Their right to appeal the decision to suspend to the Board of Management
- The procedure to be followed in making such an appeal
- The right to appeal to the DDLETB and the Secretary General of the DES under Section 29 of the Education Act.
- A copy of the letter will be placed on the student record

Students are not dismissed from school unless & until arrangements are made for their safe return to the care of their families. All relevant personnel are required to keep records of all meetings &/or phone calls in connection with the suspension. All suspensions will be reported by the Principal to the Board of Management, with the reasons for & duration of each suspension.

Grounds for removal of a suspension

Section 23 (2) d of the Education Welfare Act 2000 requires the school to publish the grounds for removing a suspension. This implies that a system is in place for review / appeal of a suspension. Grounds for the Board of Management or Principal removing a suspension may include:

- New circumstances come to light which result in Board of Management/Principal of GCC deciding to remove the suspension
- The Principal / Board of Management agree that another sanction be applied after discussion with the parents
- Successful internal appeal to the Board of Management
- Successful external appeal under Section 29 of the Education Act



Internal Appeals

The Parents of, or if over 18 years of age, the Student who has been suspended may appeal, in writing, such suspension to the Board within two School Days of such suspension being imposed. Any appeal should be addressed to the Secretary of the Board of Management and must be either hand delivered to the Principal or sent by registered pre-paid post.

A suspension will come into operation on the third School Day after it was imposed, if no written appeal has been received by the Principal within the prescribed time. In determining such a written appeal, the Board may, in its absolute discretion, either direct that such suspension be quashed, extended or reduced in addition to directing the Principal to amend the School Record accordingly. Where an immediate suspension has been imposed and the duration of such suspension has expired by the time of the next ordinary meeting of the Board, the Board may, in its absolute discretion, quash such suspension and direct the Principal to amend the School Record accordingly.

The Parents of, or if over 18 years of age, the Student, may appeal in writing to the Board against any significant disciplinary sanction short of expulsion imposed upon a student by the Principal or Deputy Principal. Any appeal should be addressed to the Secretary of the Board of Management and must be either hand delivered to the Principal or sent by registered pre-paid post. The entering of a written appeal in respect of a disciplinary sanction, short of expulsion, does not suspend its operation and such sanction shall continue in full force and effect until the next ordinary meeting of the Board where such written appeal will be determined.

External Appeal

In accordance with Section 29 of the 1998 Act, an appeal lies to the Secretary General of the Department where a Student is, among other things, suspended from attendance at the School for a period which would bring the cumulative period of suspension to 20 School Days in any one School Year. Further information and the Appeals Application Form is available from the Section 29 Appeals Administration Unit, Department of Education and Skills, Friar's Mill Road, Mullingar, County Westmeath, N91 H30Y <https://www.gov.ie/en/service/90de23-appeal-against-permanent-exclusion-suspension-or-refusal-to-enrol/>

Reinstatement following suspension: Parents/Guardians will be required to meet with staff delegated by the Principal to emphasize their parental responsibility in helping the student to behave well & to discuss a plan to change the unacceptable behaviour. This meeting will be held during the suspension. Upon return from suspension students will meet with the Deputy Principal/Principal. Students will have



GCC

Code Of Behaviour

a phased approach back to their classes connecting with the guidance councillor and/or the Positive Behaviour Support Team.

Expulsion

Permanent expulsion of a student is a very serious step & one that will only be taken by the Board of Management. Fair procedures will be followed in the investigation & decision-making process in line with the Education Welfare Act 2000 & the NEWB Guidelines. These concern the right to be heard & the right to impartiality.

Authority to Expel

The Board of Management has the authority to expel a student under Sect. 24 of the Education (Welfare) Act 2000.

The Grounds for Expulsion: The school will attempt to address misbehaviour & to avoid permanent expulsion of a student by:

- Meeting with the parents & the student to find ways of helping the student to change their behaviour. Making sure the student understands the consequences of persistent misbehaviour.
- Ensuring all other options have been tried.
- Seeking the assistance of relevant support agencies (e.g. Psychological Support Service, Health Service Executive Community Services, The National Behavioural Support Service, Child & Adolescent Mental Health Services, National Council for Special Education).

The decision to permanently expel a student may be taken by the Board of Management in extreme cases of unacceptable behaviour such as:

- ✓ The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- ✓ The student's continued presence in the school constitutes a real & significant threat and/or risk to safety. The student is responsible for serious damage to property – of others or belonging to the school. The student is in possession of, uses, or supplies drugs or illegal substances.
- ✓ The student is in possession of a weapon or dangerous implement.

The grounds for permanent expulsion may be similar to the grounds for suspensions. Expulsion is only considered when school authorities have tried a series of interventions & believe they have exhausted all possibilities for changing a student's behaviour.



Expulsion for a first offence:

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include

The following behaviours may incur an Automatic Permanent Expulsion or Permanent Expulsion for a first offence (as per page 81 Developing a Code of Behaviour: Guidelines for Schools):

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

Permanent Expulsion Procedure: Fair procedure will be followed in the investigation & decision-making process in line with the Education Welfare Act 2000 & the NEWB Guidelines. These concern the right to be heard and the right to impartiality.

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation & the holding of a hearing.
4. Board of Management deliberations & actions following the hearing.
5. Consultations arranged by the Education Welfare Officer.
6. Confirmation of the decision to expel.

The Board of Management is the decision-making body in relation to permanent expulsion. The Board of Management will decide which of the tasks involved in these procedural steps requires separate meetings & which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings & a fair & reasonable time to prepare for a Board hearing.

Step 1: A detailed investigation carried out under the direction of the Principal

The Principal will:

- Inform the student & their parents about the details of the alleged misbehaviour, how it will be investigated & that it could result in expulsion. Parents will be informed in writing of the alleged misbehaviours to ensure they are clear about what their son or daughter is alleged to have done & underline the seriousness with which the school views the alleged misbehaviour.
- Give parents & the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made & before a sanction is imposed.

***Step 2: A recommendation to the Board of Management by the Principal***

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that permanent expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion.

The Principal will:

- Inform the parent & the student that the Board of Management is being asked to consider permanent expulsion.
- Ensure that parents have records of the allegations against the student; the investigation; & written notice of the grounds on which the Board of Management is being asked to consider permanent expulsion.
- Provide the Board of Management with the same comprehensive records as are given to parents.
- Notify the parents of the date of hearing by the Board of Management & invite them to that hearing.
- Advise the parents that they can make a written & oral submission to the Board of Management. Ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation & the holding of a hearing

The board will:

- Review all documentation & the circumstances of the case.
- Ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations.

The Hearing

The Board meeting for the purposes of the hearing will be properly conducted in accordance with Board procedures. This is not a court of law & the BOM will not allow representations by persons of legal authority.

At the hearing the Principal & the parents, or a student aged eighteen years or over, will put their case to the Board in each other's presence.

Each party will be allowed to question the evidence of the other party directly.

The meeting may also be an opportunity for parents to make their case for lessening the sanction.

In the conduct of the hearing the Board will strive to be, & be seen to be, impartial as between the Principal & the student.

After both sides have been heard, the Board will ensure that neither the Principal nor parents are present during its deliberations.

***Step 4: Board of Management deliberations & actions following the hearing***

The Board has the responsibility to decide whether or not permanent expulsion is the appropriate sanction. Where the Board, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing its opinion. (Education (Welfare) Act 2000, s24 (1)).

The Board will follow the NEWB reporting procedures for proposed permanent expulsions.

The student will not be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. (Education (Welfare) Act 2000, s24 (1)).

The Board will notify the parents in writing about its conclusions & the next steps in the process. The parents will be told that the Board will now inform the EWO. The permanent expulsion will not be implemented until 20 days have elapsed from the time of notification of the EWO.

Step 5: Consultations arranged by the Educational Welfare Officer

Within 20 days of receipt of notification from the Board of Management of its opinion that a student should be permanently expelled, the Education Welfare Officer must:

- ✓ Make all reasonable efforts to hold individual consultations with the Principal, the parents, the student & anyone else who may be of assistance.
- ✓ Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).
- ✓ Pending these consultations, the Board of Management may take steps to ensure that good order is maintained & that the safety of students is secured ((Education (Welfare) Act 2000, s24 (5)). The Board may consider it appropriate to suspend a student during this time where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or present a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the 20-day period following notification to the EWO has elapsed, & where the Board remains of the view that the student should be permanently expelled, the Board of Management will formally confirm the decision to permanently expel & will notify parents immediately that the expulsion will now proceed. Parents & student will be told of their right to appeal & supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to permanently expel the student.

Appeals

A parent, or a student aged over eighteen years, may appeal a decision to permanently expel to the DDLETB and a subsequent appeal to the Secretary General of the DES (Education Act 1998 section 29). An appeal may be brought by the NEWB on behalf of a student.

**MONITORING, EVALUATION AND REVIEW**

Relevant staff will monitor the implementation and effectiveness of this policy; review it annually and submit a report to the Board of Management. The policy will be promoted and implemented throughout the school.

Griffeen Community College Board of Management ratified this policy on

01-06-2023.

Date of meeting: 01-06-2023

Signatures: [Signature]

Chairperson

[Signature]

Secretary to the BOM

To be reviewed: 01/06/24

The Behaviour for Learning Overview is subject to review on a termly basis to meet the needs of students within Griffeen Community College.

Expectations Matrix Griffeen Community College

“Learn with pride and progress with confidence”

Expectation	Classroom	School Building/Grounds	Lockers	Toilets	School trips
Be Ready 	<ul style="list-style-type: none"> iPad charged Arrive on time Line up Journal on desk Homework out Best effort Begin starter activity 	<ul style="list-style-type: none"> Be in school every day Arrive on time Have everything needed in a schoolbag Go directly to locker then class Be aware of your Inside/ Outside voice. 	<ul style="list-style-type: none"> Organise your locker Use at designated times only Phone turned off & in locker Coat in locker 	<ul style="list-style-type: none"> Get permission Journal opened for teacher to sign Take journal with you Go directly there & back 	<ul style="list-style-type: none"> Have permission slip signed Arrive on time Have all necessary gear & equipment
Be Respectful 	<ul style="list-style-type: none"> Follow instruction first time Listen Hand up One voice (Inside/Outside voice) Only use iPad as instructed by teacher 	<ul style="list-style-type: none"> Be mindful of others and their personal space Move safely Keep your school clean & tidy Follow staff requests politely 	<ul style="list-style-type: none"> Keep area tidy Use bins provided Mobile phones & all other smart devices turned off in the locker Give others space at lockers 	<ul style="list-style-type: none"> Keep area clean and tidy Report issues Respect privacy 	<ul style="list-style-type: none"> Take pride in representing your school well Treat hosts with respect
Be Safe 	<ul style="list-style-type: none"> Follow instructions Water bottles in school bag 	<ul style="list-style-type: none"> Walk calmly on the left Keep hands & feet to yourself Single line outside classroom Direct visitors to the staffroom Only eat healthy food 	<ul style="list-style-type: none"> Ensure locker is locked (cover your code) Keep locker doors free Use bag racks provided for excess items 	<ul style="list-style-type: none"> Wash your hands Use the bins 	<ul style="list-style-type: none"> Listen Follow instructions first time Take care on roads etc. Leave iPad at home/school unless instructed



BEHAVIOUR REPORT

Student's Name: _____
Class: _____

Giffen Community College - Collins Offices, Lucan, Co. Dublin
Tel: 01 8322290 • Email: info@gcc.ie • Web: www.gcc.ie

ORGANISATIONAL REPORT

Student's Name: _____
Class: _____

Giffen Community College - Collins Offices, Lucan, Co. Dublin
Tel: 01 8322290 • Email: info@gcc.ie • Web: www.gcc.ie

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Student Name: _____ Range: _____
Day & Date: _____ Date: _____
Start Date: _____

Note: Student and teachers complete the following using ONE of:
 For Not achieved
 For Achieved

Student Personal Target: _____

Class	Arrived on time for class		Entered class appropriately		Settled down and took instructions well		Respectful to staff members		Respectful to other students		Student Personal Target	
	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
Period 1												
Period 2												
Period 3												
Period 4												
Break												
Period 5												
Period 6												

Warning: Do I have my materials for my learning class? **Home-Sign:** Do I have all my materials so I can do my homework?

Warning: Do I have my materials for my afternoon class?

Notes and parents are required to sign this document each day and to provide guidance and support to the student.

Teacher Signature: _____ Teacher Comment: _____
Parent Signature: _____ Parent Comment: _____

Learn with pride and progress with confidence

Student Name: _____ Range: _____
Day & Date: _____ Date: _____
Start Date: _____

Note: Student and teachers complete the following using ONE of:
 For Not achieved
 For Achieved

Student Personal Target: _____

Class	Present late to school		Punct. Changed		Arrived late		Lapses out of class		Did I arrive on time for class		Student Target	
	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
Period 1												
Period 2												
Period 3												
Period 4												
Break												
Period 5												
Period 6												

Warning: Do I have my materials for my learning class? **Home-Sign:** Do I have all my materials so I can do my homework?

Warning: Do I have my materials for my afternoon class?

Notes and parents are required to sign this document each day and to provide guidance and support to the student.

Teacher Signature: _____ Teacher Comment: _____
Parent Signature: _____ Parent Comment: _____

PRINCIPALS REPORT

Student's Name: _____
Class: _____

Giffen Community College - Collins Offices, Lucan, Co. Dublin
Tel: 01 8322290 • Email: info@gcc.ie • Web: www.gcc.ie

Learn with pride and progress with confidence

Student Name: _____ Range: _____
Day & Date: _____ Date: _____
Start Date: _____

Note: Student and teachers complete the following using ONE of:
 For Not achieved
 For Achieved

Student Personal Target: _____

Class	Arrived on time for class		Entered class appropriately		Settled down and took instructions well		Respectful to staff and students		Student Personal Target		Student Personal Target	
	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
Period 1												
Period 2												
Period 3												
Period 4												
Break												
Period 5												
Period 6												

Warning: Do I have my materials for my learning class? **Home-Sign:** Do I have all my materials so I can do my homework?

Warning: Do I have my materials for my afternoon class?

Notes and parents are required to sign this document each day and to provide guidance and support to the student.

Teacher Signature: _____ Teacher Comment: _____
Parent Signature: _____ Parent Comment: _____