

# SCARIFF COMMUNITY COLLEGE

## Code of Behaviour



**Note: This policy is effective from June 2026 and replaces all previous Codes of Behaviour**

## **Section 1:**

## **Introduction**

Scariff Community College is a Limerick and Clare Education and Training Board (LCETB) multi denominational and co-educational post-primary school.

The ETB ethos is underpinned by the core values of Excellence in Education, Care, Respect, Equality and Community.

Limerick and Clare Education and Training Board (LCETB) schools provide an inclusive, student-centred and holistic education to students in our communities. Our schools, through excellence in education, aim to enable every student to realise their potential through the provision of highly supportive school communities that nurture students' intellectual, cultural, personal, social, emotional, moral and physical development.

Limerick and Clare Education and Training Board (LCETB) schools recognise, respect and celebrate the identity of all our students equally and are acknowledged as having a significant influence in promoting diversity – reflective of our changing society. All Limerick and Clare Education and Training Board schools are funded by the Department of Education and Youth.

## **Section 2:**

## **Introduction to Code of Behaviour**

The aim of the Code of Behaviour is to promote good behaviour and respect for all members of the school community, which is achieved when the whole Scariff Community College community works in partnership to promote good behaviour.

Principles of Managing Behaviour:

- To create a climate where learning can flourish
- To protect the basic rights of safety, learning and respect
- To set the boundaries in which students can achieve success
- To guide students about socially appropriate and acceptable choices

Principles of Fair Procedures and Natural Justice:

- Scariff Community College are required to follow fair procedures in respect of proposals to suspend or expel a student. Any failure on the part of the Scariff Community College Board of Management to ensure that these procedures are observed would breach the Scariff Community College legal obligations.
- Any investigation should be free of bias. A Principal, class or subject teacher, or other staff member involved in the behaviour matter in the first instance, should not be

involved in conducting the investigation of the alleged misbehaviour or deciding to impose a sanction.

### **Section 3: Scope of the Code of Behaviour**

This Code applies to students of Scariff Community College, and relates to:

- All school activities both during and outside of normal school hours
- While wearing the school uniform
- While travelling to or from school, including on school transport
- While on school tours, trips and exchanges
- The misuse of information and communications technology (I.C.T.) and any forms of social media

### **Section 4: Scariff Community College's Plan for Promoting Positive Behaviour**

The key features of a positive approach are:

- An emphasis on positive rather than negative statements
- Regular and sustained use of praise and rewards
- Modelling respectful behaviour by the school community
- Fostering student awareness and responsibility for their behaviour
- Promoting student participation in behaviour improvement
- Offering students opportunities to celebrate success rather than highlighting their mistakes

### **Section 5: Interventions to Support Positive Behaviour**

#### **Support for all**

Most students behave appropriately in an environment that encourages and rewards positive behaviour and has clear rules and procedures in relation to class and school conduct. Minor misbehaviour should be dealt with routinely and effectively through effective classroom management.

#### **Additional Support for some students**

Some students need more active intervention to help them to manage their behaviour. Without additional help, they may be at risk of failing, behaviourally, socially and educationally.

Additional inputs or interventions might include:

- referral to Year Head
- referral to guidance counsellor
- involving the student support team
- involving the care team
- setting targets for behaviour and monitoring them with the student, in a supportive way, such as a self-monitoring checklist

Please note: This list is not exhaustive

### **Specialised support for a small minority of students**

A small minority of students may show particularly challenging behaviour and may not respond to low-level interventions. These students will need a sustained and systematic response involving key stakeholders. School management and staff should build good links with any local support services that may be able to assist in responding to the needs of a student with behavioural difficulties. Sources of support may include the National Educational Psychological Service (N.E.P.S.), HSE Community Psychology Services, the National Behavioural Support Service (N.B.S.S.), the National Council for Special Education (N.C.S.E.), Child Guidance Services or the Child and Adolescent Mental Health Services (C.A.M.H.S.)

## **Section 6:**

## **School Rules**

### **1. Conduct**

#### **Personal Behaviour**

Students are expected to always conduct themselves in a respectful and responsible manner.

#### **Respect for People**

Students should show respect, courtesy, and consideration to all members of the school community. Bullying is defined as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. Should any incident be reported that meets the threshold of bullying, they will be dealt with in accordance with the The BÍ Cineálta Anti-Bullying Policy.

#### **Respect for Property**

Students are expected to respect the school environment and take care of all school property

### **2. Student Co-operation and Engagement**

Students should be properly prepared for all subjects. Students should co-operate and engage in the classroom and have a positive attitude to classwork, homework and all extra-curricular activities.

All students are expected to have an official School Journal. The student journal is used as a means of communication between the school and parent/guardian and as a means whereby students record the homework which they have been assigned.

Students should catch up on work missed through absence, particularly school activities. It is the responsibility of the individual student to find out homework assignments. Students are expected to check Microsoft TEAMS, contact a classmate for the relevant work, or to ask the relevant teacher.

### **3. Attendance and Punctuality**

Students arrive at Scariff Community College every day on time and attend all classes. Attendance at all classes will be monitored by the classroom teacher. School commences at 9.00am daily and students are expected to remain on school campus till the end of the day.

Start Time:	9.00 am
Finish Time (Monday to Thursday)	3.55 pm
Finish Time (Friday):	1.15pm
Break Time:	10.20 am – 10.35 am
Lunch Time:	1.15 pm – 1.55 pm

### **4. Absences**

Absences should be explained by note in the journal or by logging absences using the Vs Ware App. Any student who arrives late to school signs in at the School Office. If a student must leave Scariff Community College during the day, please bring in a note to the year head/the office or send a message via VsWare seeking permission to leave. A parent/guardian must sign you out at the office on departure

### **5. School Uniform**

Students are expected to present in full uniform:

- navy school trousers or full-length navy skirt (please note denims, leggings/jeggings or tracksuit bottoms etc. are not allowed)
- white polo shirt or shirt
- a wine school jumper with crest and/or SCC half-zip sports top
- SCC jacket
- non-uniform jackets are not permitted
- PE uniform/extra-curricular activities:
  - SCC half-zip & SCC T-shirt
  - Navy sportswear bottoms
  - Suitable footwear

### **6. School Lockers**

Students' belongings must be kept in their lockers and should be locked when not in use. Corridors should be kept free from students' belongings. Lockers remain the property of the Scariff Community College. Personal property, such as mobile phones, valuables and money, is entirely the responsibility of the student. Scariff Community College cannot accept responsibility for the loss or damage of students' property and accordingly parents/guardians are advised to ensure that each student's property be labelled.

## **7. Mobile Phone Policy and Acceptable Use Policy**

Scariff Community College recognises the important role that digital technologies play in teaching, learning and communication. The school is committed to promoting the safe, responsible and respectful use of ICT by all students, in line with our core values of respect, equality, care and responsibility.

Parents/guardians are requested to sign the Scariff Community College Acceptable Use Policy as part of the Scariff Community College Code of Behaviour.

Students are expected to:

- Use all ICT equipment, school networks and digital platforms solely for educational purposes when in school
- Act responsibly and respectfully when communicating online, including through email, Microsoft Teams and other school-approved platforms
- Protect their own personal information and respect the privacy of others
- Follow all instructions from teachers regarding the appropriate use of devices in class
- Report any inappropriate, harmful or unsafe online behaviour to their teacher or year head.

### **Unacceptable Use**

The following behaviours are strictly prohibited:

- Accessing, creating, sharing or storing inappropriate, offensive or harmful content
- Cyberbullying, harassment, intimidation or exclusion of others through digital platforms
- Taking, sharing or posting images, audio or video recordings of students or staff without explicit permission
- Using social media or messaging platforms in a way that impacts negatively on members of the school community
- Impersonating another person online or misusing another person's account
- Attempting to bypass school network security or access restricted sites
- Using ICT to engage in any illegal activity
- Any attempt to vandalise school devices or hardware

The school reserves the right to investigate any incidents of inappropriate ICT use that occur both within and outside of school, where such behaviour has an impact on the wellbeing, safety or learning environment of the school community and in line with the BÍ Cineálta Anti-Bullying Policy.

## **Breaches of ICT Policy**

Breaches of this policy will be dealt with in line with the school's continuum of supports and sanctions, considering:

- The nature and seriousness of the behaviour
- The intent and understanding of the student
- The impact on others

School management and staff work in partnership with parents/guardians to support safe ICT use.

## **Mobile Phones and Personal Devices**

Under Circular 0045/2025 'Restricting the use of and access to personal mobile phones by students during the school day', schools are required to implement a policy to restrict the use of and access to, personal mobile phones by students for the duration of the school day, including during breaks and at lunchtime.

The Department's policy to restrict the use of phones by students during the school day, outside of limited exceptions, will enable schools to provide a phone-free environment, to support students' wellbeing, concentration, academic performance, and development. It will provide a space for children and young people to disconnect from their online world and can assist in supporting them to become less dependent on their mobile phones.

### **1st Year to Transition Year**

Students in 1st Year to Transition Year who bring a mobile phone to school, must place them in their assigned pouch where they remain locked and inaccessible for the duration of the school day. Students may access designated lock boxes in the morning before the first bell at 8.55 and at the end of the school day. If pouches are lost or damaged, the relevant year head must be informed by the student, and the pouch will be replaced; the cost of replacement will be billed to parents/guardians.

### **5th and 6th Year**

Students in 5th and 6th Year must ensure that mobile phones are switched off and not used during the school day.

## **Breaches of Policy**

Failure to comply with the mobile phone policy will result in the following sanctions:

## **1st Year to Transition Year**

### **First Offence:**

The mobile phone will be confiscated for the remainder of the school day. The incident will be recorded and parents/guardians will be notified.

### **Second Offence:**

The mobile phone will be confiscated. The incident will be recorded. The relevant Year Head will contact parents/guardians to arrange collection.

## **5th and 6th Year**

### **First Offence:**

The mobile phone will be confiscated for the remainder of the school day. The incident will be recorded and parents/guardians will be notified.

### **Second Offence:**

The student will be required to use a school phone pouch for a period of two weeks.

## **8. Alcohol, Cigarettes and other/illegal Substances**

Students must not use, misuse, distribute or sell alcohol, stimulating or illegal substances or solvents, vapes, e-cigarettes, nicotine products or cigarettes at any time on Scariff Community College campus or during Scariff Community College related activities.

The Code of Behaviour applies to all students and provides a framework for reasonable and responsible behaviour.

## **Section 7:**

## **Promoting Positive Behaviour**

Positive behaviour, genuine effort and achievement—whether academic or otherwise—are recognised and rewarded in the following ways:

### **Verbal Recognition**

Verbal praise (private and public)

Acknowledgement/praise outside the classroom

### **Written Feedback**

Positive comments on written work

Written praise to Tutor/Year Head/parent/guardian

Record in homework journal

Record in a Student's Achievement Sheet

### **Formal Awards and Recognition**

Award of a commendation

Certificates for attendance, punctuality and/or other areas of achievement

Public recognition at class or whole-school assemblies

Referral of praise to Principal/Deputy Principal

Public recognition of achievements via the school intercom

Use of school newsletters or social media to acknowledge achievements

Nominated for an award on Annual Awards Day

Photographic display of student achievements in the school

### **Participation and Leadership Opportunities**

Participation in extra-curricular activities and social occasions

Class competitions

Display of students' work around the school

School trips

Class-based recognition activities (e.g. class celebrations)

## Section 8:

## Sanctions

The school adopts a restorative, educational and problem-solving approach to addressing inappropriate behaviour, in line with the *DES Guidelines for Developing a Code of Behaviour*. Behaviour is understood as a form of communication, and the school seeks to support students in developing the knowledge, skills and dispositions required to make positive choices.

Responses to behaviour are guided by the principles of fairness, consistency, proportionality and respect for the dignity of all members of the school community. Every effort is made to ensure that students understand the impact of their behaviour and are supported to take responsibility for their actions.

Teachers, school management, and where appropriate, parents/guardians, work collaboratively with students to resolve difficulties, restore relationships and promote positive behaviour.

A continuum of support is used, ranging from classroom-based strategies to more targeted and intensive interventions, depending on the level and persistence of the behaviour.

While sanctions may be applied where necessary to protect the learning environment and the rights of others, they are used in a measured and appropriate way. Sanctions are most effective when combined with opportunities for reflection, learning, and restoration.

The following range of responses and sanctions may be applied, taking into account the nature and context of the behaviour, and the individual needs of the student:

### Sanctions and Responses:

- Reminder of expected behaviour
- Re-direction or seating change
- Clarification of expectations (including learning intentions)
- Short restorative conversation / reflection
- Record on VShare / note in journal
- Temporary removal from class / supervised setting
- Behaviour targets set and monitored
- Referral to Year Head
- Parent/guardian contact or meeting
- Lunch-time or after-school detention
- Student reflection sheet or behaviour contract
- Formal referral to Year Head / Deputy Principal

- Behaviour support plan
- Student Report Card / daily monitoring
- Referral to Student Support Team / Guidance Counsellor
- In-school suspension / structured withdrawal
- Restorative practice meeting
- Immediate referral to Principal/Deputy Principal
- Formal investigation (in line with fair procedures)
- Suspension (DES guidelines)
- Referral to external agencies (if appropriate)
- Consideration of expulsion by Board of Management

Sanctions are applied as proportionate and appropriate consequences, with a focus on learning and restoring relationships.

## **Section 9:**

## **Suspensions and Expulsion Policies**

### **Policies and Procedures for Suspension**

The ETB holds the authority to suspend a student. Limerick and Clare Education and Training Board (LCETB) has devolved this authority under Section 31 of the *Vocational Education (Amendment) Act 2001* to the Board of Management of a Scariff Community College. The Education Officer of LCETB or Designated Officer should be informed by the Scariff Community College of the intention to suspend to ensure that legal requirements are being adhered to.

Scariff Community College will follow fair procedures when proposing to suspend a student, in line with Section 15 of the Education Act 1998 and Section 23 of the Education Welfare Act 2000. When considering a suspension, the Board of Management will review a report detailing the nature and seriousness of the behaviour, the context and impact of the behaviour, the interventions implemented to date and whether suspension is an appropriate and proportionate response. Parents will be notified in writing of the decision, including the reason for the suspension and the dates on which it will begin and end. All investigations into alleged misbehaviour will be conducted with due regard for confidentiality and in a timely manner.

If the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years of age, may appeal the suspension under Section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007 (12 November 2020).

At the time when parents/guardians are being formally notified of such a suspension/expulsion, they and the student should be told about the right to appeal. The appeal must be made in the first instance to the Board of Management. Parents/guardians, or a student aged over eighteen years, may appeal to the Secretary General of the Department of Education and Youth.

### **Policies and Procedures for Expulsion**

Article 19 (c) of the Articles of Management states that 'if, in the judgement of the Principal, a student should be expelled, the Principal shall refer the matter to the Board of Management for decision'.

A proposal to expel a student requires serious grounds such as that:

- 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 Scariff Community College constitutes a real and significant threat to safety
- the student is responsible for serious damage to property

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, Scariff Community College authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour

### **Expulsion for a once off event**

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 based on a single breach of the code, which could include:

- A 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

Please note: This list is not exhaustive

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

In investigating an allegation, in line with fair procedures, the Principal should:

- inform the student and their parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- give parents/guardians and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and 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 expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal should:

- inform the parents and the student that the Board of Management is being asked to consider expulsion

- call an emergency meeting of the Board of Management to review the principal's report
- on foot of that meeting, invite parents/guardians to a hearing with Board of Management
- ensure that parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parents
- advise the parents/guardians that they can make a written and oral submission to the Board of Management
- ensure that parents/guardians have enough notice to allow them to prepare for the hearing.

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

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents/guardians, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party should 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 must take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents/guardians may wish to be accompanied at hearings, and the Board should facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board should ensure that the Principal and parents/guardians are not present for the Board's deliberations.

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

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether expulsion is the appropriate sanction.

Where the Board of Management, 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 in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The Board of Management should refer to TUSLA (educational Welfare Service) reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, s4A).

The Board should inform the parents/guardians in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents/guardians should be told that the Board of Management will now inform the Educational Welfare Officer.

#### **Step 5: Consultations arranged by the Educational Welfare Officer**

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must;

- make all reasonable efforts to hold individual consultations with the Principal, the
- parents/guardians and the student,
- and anyone else who may be of assistance
- convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

## **Step 6: Confirmation of the decision to expel**

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal).

Parents/guardians should be notified immediately that the expulsion will now proceed. Parents/guardians and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the student.

## **Section 10: Review and Evaluation of Code of Behaviour**

Monitoring, review and evaluation of this Code of Behaviour and all related work and procedures will take place on an on-going basis to keep the school up to date with current best practice in this area. In conducting this review management will seek the views of all relevant partners in the school community.

---

Signed: *Clr Pat Hayes* Date: 21<sup>st</sup> June 2026

*Pat Hayes, Chairperson, Board of Management*

Signed: *Angela McNamara* Date: 21<sup>st</sup> June 2026

*Angela McNamara, Principal*

\*(Policy with real signature on file)

To be reviewed by December 2026