



### Code of behaviour

#### 1. Behaviour and Ethos

In Monaghan Collegiate School's ethos it states that "the school is committed to providing for the welfare (spiritual, moral, cultural, mental and physical) of all our pupils in an inclusive and caring environment, and to the development of mutual respect and toleration grounded in an ethos of Christian compassion."

Our code of behaviour is developed with that ethos statement in mind and based on the NEWB document "*Developing a Code of Behaviour: Guidelines for Schools.*"

The core value of respect is at the center of the "School Code" as stated:

**Monaghan Collegiate School Code**

As a student of Monaghan Collegiate School I must show **RESPECT** for:

1. My Peers by:
  - Allowing them the opportunity to do their work without interruption.
  - Appreciating the differing points of view of other students
2. My school by:
  - Behaving properly in and out of class
  - Taking care with school property
3. My teachers by:
  - Listening carefully to the teacher's instructions.
  - Preparing for class and being on time.
  - Producing work to the best of my ability.
4. Myself by:
  - Wearing my school uniform in a neat and tidy manner.
  - Taking care of the language that I use.
  - Always giving of my best.

All of the stakeholders in the school community have a role in promoting good behavior. While it is taken that positive and cooperative behaviour is the norm, positive reinforcement of such behavior, by complimenting or noting is always useful in underscoring the atmosphere of respect that we are trying to develop. Honesty should also be complimented where possible.

## 1. Students

### Students should:

- Act at all times with courtesy and consideration, both inside and outside the classroom,
- Know, understand and obey the School Code,
- Promote an inclusive learning environment within school.
- Follow the instructions of staff,
- Observe all safety precautions,
- Keep the school and its precincts tidy and corridors free of bags and clutter.
- Only eat in prescribed areas,
- Bring the Homework Journal to all classes ensuring that it is checked and signed on a weekly basis by a parent or guardian.
  - Where the student is in detention they must bring their journal to detention and get it signed by their parent/guardian that evening.

## 2. Parents

### Parents should:

- Extol the benefits and virtues of a good education and the importance of school in achieving such,
- Ensure good attendance of their child at school and full cooperation with the notes system when an absence is unavoidable,
- Support the school within the parameters of fairness, encouraging their son/daughter to give of their best at all times.

## 3. School

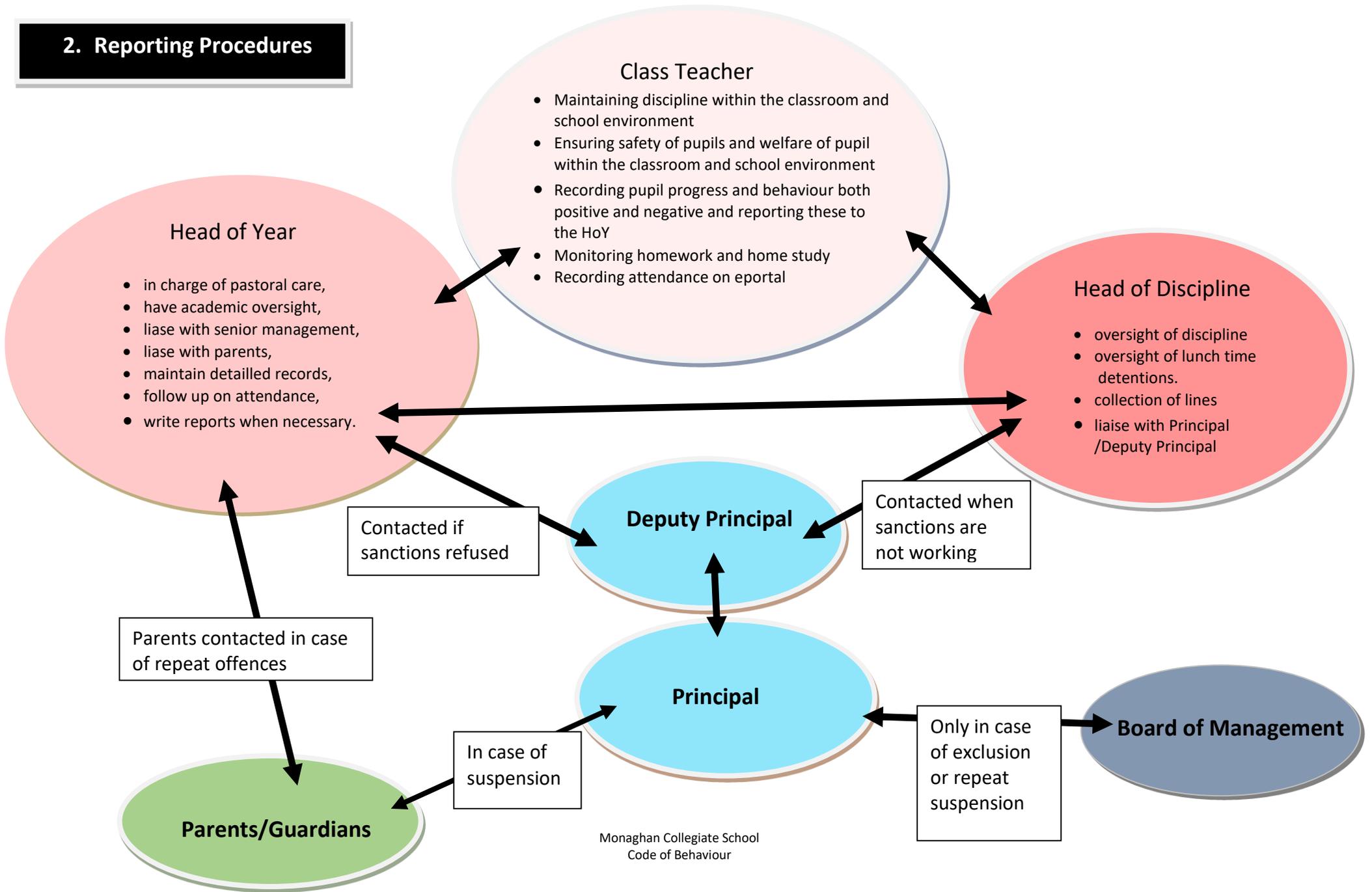
### School should:

- Help students to develop personal moral values,
- Help students to develop self-discipline, respect for others, forgiveness and generosity of spirit,
- Model the behaviour and mutual respect, which is expected from students.
- Set clear boundaries and rules for students,
- Recognise and affirm good behaviour,
- Work with the students and their parents to implement the code of behaviour.

Within the classroom setting the teacher should:

- Have high expectations of students in the lesson (high challenge, low stress),
- Have a rationale for the seating plan,
- Insist on good behaviour consistent with the School Code.
- Deliver the lesson with pace,
- Set homework in accordance with the homework policy and link homework to the lesson or scheme of work objectives,

## 2. Reporting Procedures



### 3 Intervention and Sanctions

#### Dealing with inappropriate Behaviour

- Consistency and fairness are central in the application of sanctions, with the teachers having the latitude to apply common sense to each situation “balancing justice and mercy”.
- Senior staff will deal with misdemeanours of a more serious nature.
- The Principal may review punishments set and may alter the punishment if necessary or appropriate.

The school has a joint system of lines or lunchtime detentions for breaches of the School Code.

#### Lines Implementation System

Staff may impose sanctions in the form of Lines as indicated below or by putting the student in supervised lunchtime detention, (lunchtime Detention will take place in Room 1 from 1.10 pm to 1.40 pm). In both cases, the student’s name and offence will be entered in the appropriate book in the staff room. The Lines will be collected after assembly by the Head of Discipline, and likewise the work from Lunchtime Detention collected in by the teacher on duty.

#### **BEHAVIOUR LINE**

*If a pupil is not appropriately behaved the following line should be given and collected by the Head of Discipline at Assembly.*

**A pupil attending Monaghan Collegiate School is expected to behave and treat fellow pupils, staff and visitors in a polite, courteous, responsible manner at all times. This is highlighted in the School Behaviour Code.**

**Pupils are expected, both inside and outside school, to act at all times with courtesy and consideration, and in a manner which brings credit to themselves and the school.**

**Pupils are expected to keep the school and its precincts tidy and free of litter.**

**Pupils will at all times:**

- follow the instructions of staff**
- observe all safety precautions in practical work and games**
- adhere to the rules of movement around the school**
- observe the road safety code.**

**Pupils must not enter any part of the school grounds or buildings that are designated “out of bounds”.**

**School uniform must be worn in school hours, on the journey to and from school, and on other occasions as directed by the staff.**

**A high standard of personal appearance is expected at all times. The school reserves the right to refuse admission to the school if uniform is inappropriate.**

## Level of Intervention/Sanction

### Level 0 - Classroom intervention.

A teacher may wish to offer a student or a group of students' additional support or help during their lunchtime. This should be:

- To enhance academic progress,
- Recorded by the teacher,
- Generally a "one off" event.

### Level 1 – Initial sanctions as part of classroom management.

Such sanctions are immediate and for the correction of low level misdemeanours within the classroom environment. The teacher may:

- Keep a record of work not completed on time. Three missed pieces of work will result in a lunchtime detention.
- Put students in a personal detention so that the student may complete work missed due to their poor behaviour.
- Put students in a personal detention so as to complete an imposition incurred due to bad behaviour.

### Level 2 – School Management sanctions.

The lines system operates outside the classroom management practices of the individual teacher.

Up to three lines may be given for such offences as

- inappropriate uniform,
- lateness,
- chewing gum
- Use of the mobile phone without staff permission during the school day
- unruliness in the corridor
- Any other misbehaviour at the discretion of the teacher.

Lines will be collected in assembly the day after they are given. Failure to do lines will automatically lead to them being doubled. Further failure to complete the imposition will result in detentions.

An accumulation of lines will also result in detention.

### Level 3 – School Management sanctions

Teachers may place students in lunchtime detention for a variety of reasons such as:

- An accumulation of Lines.
- Persistent failure to complete required work in class.
- Persistent failure to complete homework.
- Repeated misuse of their mobile phone
- Missing class, but staying at school - one lunchtime detention.
- Leaving school without permission - two lunchtime detentions.
- Disruptive behaviour in class.
- Rudeness likely to offend.
- Other misdemeanours considered serious by the Year Head or Senior Staff.

Failure to attend detention will result in the number of detentions being doubled.

#### Level 3 – School Management Intervention

- The Year Head may place a student on a customised report to track particular aspects of a student's work or classroom behaviour.
- The Year Head may arrange a meeting with the parent/guardian and/or refer the student to the LS Coordinator for further support.

#### Level 4 – Principal/Deputy Principal's sanction.

Suspension is a very serious sanction and is used most sparingly. A suspension may also in some cases be served as an internal withdrawal, at the discretion of the Principal/Deputy Principal on consultation with the parents.

There are a number of offences that will automatically incur a period of suspension. These include:

- Swearing at a teacher or giving a teacher serious verbal abuse,
- Hitting someone with malicious intent,
- Touching someone in an inappropriate or sexual manner,
- Smoking, vaping, drinking alcohol or intent to do so in school uniform or on the school premises,
- Such behaviour as would bring the good name of the school into disrepute.
- A culmination of misbehaviour or failure to follow the instruction of the Principal.

#### Level 4 – Principal/Deputy Principal's intervention

- The Principal/Deputy Principal may arrange a meeting with the parent/guardian to discuss issues arising, and agree an appropriate plan of support.
- The Principal/Deputy Principal may seek external support where necessary.

#### **4. Anti-Bullying Policy**

Monaghan Collegiate School's anti-bullying policy has been developed in consultation with; The Students Council, The Parents Association, Staff, Board of Management and Board of Governors. The school policy is based on the *Anti-Bullying Procedures for Post-Primary Schools* issued by The Department of Education and Skills in September 2013, and should be read in conjunction with the DES procedures.

#### **Anti-Bullying Statement**

##### **Definition:**

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. This definition includes cyber-bullying and identity-based bullying. In addition, in the context of these procedures placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation.

Isolated or once-off incidents of intentional negative behaviour including a once-off offensive or hurtful text message or other private messaging do not fall within this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

##### **Rationale:**

Based on the Protestant ethos of Monaghan Collegiate School and the school's commitment to dealing with everyone in a spirit of Christian compassion in keeping with our mission statement of "working together so that we may flourish as individuals" each student is entitled to a stable and secure learning environment and has the right to an education that is free from fear, annoyance and intimidation. Bullying behaviour undermines this right and is not tolerated.

Our goal is to raise awareness of bullying as an unacceptable form of behaviour and to establish a high degree of collective vigilance. It also important that there is an atmosphere of openness, so as to encourage those bullied or witnesses of bullying behaviour to disclose.

##### **Aims of the Policy**

The policy is primarily a preventative one with specific measures in place to deal with bullying behaviour when it arises. This policy relates to all students, and is based on the

principle that each human being has the right to be treated with dignity and respect, in an environment free from intimidation and fear. Our aim is to create an environment which raises awareness of bullying as unacceptable behaviour among all students, encourages students to disclose confidentially incidents of bullying behaviour, encourages all members of the school community to look out for and after one another and dispels a culture of secrecy in which a student might feel a sense of hopelessness and futility against the power being exercised by those involved in bullying behaviour.

### **School Position on Bullying:**

Monaghan Collegiate School takes a most serious view of bullying behaviour or intimidation of any kind. Physical aggression, damage to another's property, threats, name calling, abusive language, encouraging any form of taunting or any other form of behaviour, be it physical or psychological, which is intended to harm anyone or undermine their confidence in any way is treated in a very serious manner.

The school regards bullying as a serious infringement of any individual's rights and a serious threat to self-esteem of the subject of the bullying behaviour.

Any report of bullying will be treated seriously with due regard for the well-being of the subject(s) and the perpetrator(s).

School management will take corrective action on becoming aware of bullying. The immediate priority will be the protection of the subject(s) and ensuring a complete cessation of the bullying behaviour.

Students are expected to help to provide a safe environment for all members of the school community and with regard to this they should make a responsible adult aware of all instances of bullying. It is too serious not to report.

Students' participation in school life is encouraged through existing school structures. Awareness of bullying and a willingness to take action to stop it is part of this participation.

**The school is committed to creating a school environment free from bullying. There is an obligation on each student to report bullying so that school management can take appropriate and effective action to bring same to an end.**

### **Types of bullying:**

The following are some of the types of bullying behaviour that can occur amongst pupils:

**Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people.

**Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon.

Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

**Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group or non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

**Cyber-bullying:** This type of bullying is carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies.

**Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates.

**Damage to property:** Personal property including clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker.

**Extortion:** Demands for money may be made, often accompanied by threats

### **Impacts of bullying behaviour**

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression, increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

### **Indicators of bullying behaviour**

The following signs and symptoms may suggest that a pupil is being bullied:

- Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, truancy;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses e.g. headaches, stomach aches;
- Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing; and
- Reluctance and/or refusal to say what is troubling him/her.

## Appendix 1: Template anti-bullying policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of

**Monaghan Collegiate School** has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- a. A positive school culture and climate which-
  - i. is welcoming of difference and diversity and is based on inclusivity; encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - ii. promotes respectful relationships across the school community;
- b. Effective leadership;
- c. A school-wide approach;
- d. A shared understanding of what bullying is and its impact; Implementation of education and prevention strategies (including awareness raising measures) that-
  - i. build empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- e. Effective supervision and monitoring of pupils;
- f. Supports for staff; Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- g. On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools*

bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- a. deliberate exclusion, malicious gossip and other forms of relational bullying,
- b. cyber-bullying and
- c. identity-based bullying

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the

definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

**Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.**

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:
  - a. Head of Year
  - b. Head of pastoral care
  - c. Head of Discipline
  - d. Deputy Principal
  - e. Principal
  
5. The education and prevention strategies that will be used by the school are as follows:
  - a. Weekly assembly meetings with the Head of Year
  - b. CSPE classes
  - c. SPHE classes
  - d. RE classes
  - e. Personal Development classes in senior school
  - f. Study skills classes in Junior school
  - g. Open door access to the Head of Pastoral Care
  - h. Open door access to the Deputy Principal
  - i. Open door policy to the Principal
  
6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:
  - a. Take all complaints seriously
  - b. Listen carefully to the complainant, their parent or other reporting student
  - c. Record in detail all information at every stage and by each investigator.
  - d. Corroborate the evidence where possible, eg through CCTV, evidence from other students or staff.
  - e. Speak separately to the alleged bully or bullies in a non-threatening manner, (presuming innocence until otherwise proven) and record their response.
  - f. Evaluate the evidence with other members of the team and decide on possible actions:

- i. No case to answer
  - ii. Mild annoyance being caused, in which case bring both parties together to seek a resolution.
  - iii. Repeated offence or intimidation taking place, meriting a sanction eg.
    - 1. Up to 3 Lunch time detentions
    - 2. Evening detention- parents informed.
    - 3. Evening detention with parents and the student required to attend a meeting with the Principal
    - 4. In serious cases the student may be suspended for up to three days and the HSE informed.
  - g. The student being bullied will be offered assistance and help by
    - i. Their Head of Year
    - ii. The Pastoral Care teacher
    - iii. The Principal (as a trained counsellor)
    - iv. External counselling through The School Liaison services.
    - v. Referral to GP and professional services.
  - h. Review the situation within 3 weeks of the event to ensure that the problem has been stopped or resolved.
    - i. Check the progress of the student that was bullied
    - ii. If no further offence has occurred ensure that the bully understands that the case is closed and new bridges can be built.
- 7. The school's programme of support for working with pupils affected by bullying is as follows:
  - a. The student being bullied will be offered assistance and help by
    - i. Their Head of Year
    - ii. The Pastoral Care teacher
    - iii. The Principal (as a trained counsellor)
    - iv. External counselling arranged by the School Liaison services
    - v. Referral to GP and professional services