

# Coláiste Éanna

An Edmund Rice School



---

Phone: 01-4931767 Email: [secretary@colaisteeanna.ie](mailto:secretary@colaisteeanna.ie) Web: [www.colaisteeanna.ie](http://www.colaisteeanna.ie)

---

## Code of Positive Behaviour

**School Name:** Coláiste Éanna

**Address:** Hillside Park, Ballyroan Road, Rathfarnham, D16 E248

**School Details:** Coláiste Éanna is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust (ERST). The School is grant aided by the Department of Education and is a single sex (boys) school.

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

### Mission Statement:

Coláiste Éanna is a Catholic School, for boys, in the tradition of Blessed Edmund Rice.

As a community, we aim to nurture mutual respect among all members in a safe environment. The personal, social, spiritual and academic development of all is promoted.

The school is committed to providing an ordered learning environment, which encourages the school community to realise its full potential.

### Ethos:

Coláiste Éanna is established under the ethos of the Edmund Rice Schools Trust. Inspired by the five key elements of the Edmund Rice Charter (below), our school provides high standards of excellence in teaching and learning while upholding a strong cultural and sporting tradition.

**The five key elements of the Edmund Rice Schools Trust Charter are:**

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership.

*Caring School  
Community*



*Transformational  
Leadership*



*Nurturing Faith*



*Excelling in  
Teaching &  
Learning*



Iontaobhas Scoileanna Éamainn Rís  
Edmund Rice Schools Trust



*Promoting  
Partnerships*

## Contents

- 1. Aims**
- 2. Objectives**
- 3. Scope**
- 4. Responsibilities**
- 5. Principles of Positive Behaviour**
- 6. Promoting Positive Behaviour**
- 7. Restorative Practice**
- 8. Behaviour incidents**
- 9. Ladder of Referral**
- 10. Ongoing Behaviour Concerns**
- 11. Review & Approval**
- 12. Appendices**

## 1. Aims

Coláiste Éanna recognises that a Code of Positive Behaviour is a key tool in providing our clear expectations of reasonable and responsible behaviour of our students (Appendix 1). It recognises the right of each of our students to a fulfilling education in a safe and enriching learning environment.

In establishing our Code of Positive Behaviour, we aim to have a code which is fair, unbiased, consistent and measured. In doing so, we recognise that at the core of our Code is the pastoral dimension which encourages a restorative approach which supports students to correct unacceptable behaviour and commit to not repeating it.

We aim to achieve a balance of placing emphasis on rewarding engagement and achievement while also sanctioning behaviour which is unacceptable and/or inappropriate in order to promote a change in the behaviour.

## 2. Objectives

The objectives of the Code of Positive Behaviour are to set out the expectations of Coláiste Éanna students with regards to behaviour. In doing so, the policy outlines:

- When and where the policy is applicable.
- The responsibilities of the key stakeholders in our students' education.
- Our pastoral and restorative approach in promoting positive behaviour.
- A non-exhaustive list of negative behaviours which have no place in Coláiste Éanna.
- The ladder of referral for the escalation of incidents of unacceptable behaviour.
- Potential sanctions that can be imposed on students in the hope of correcting behaviour to ensure no further repetition.

## 3. Scope

Students who attend Coláiste Éanna are expected to uphold and respect the good reputation of the school. For the avoidance of doubt, students are subject to the school's Code of Positive Behaviour:

- at all times during the school day, while on the school grounds,
- during all school activities *e.g.* school trips, tours or matches,
- at all times when in school uniform.

The school reserves the right to consider the impact of events which occur outside of the aforementioned circumstances on the safety, welfare and good name of the school. These would include, but are not limited to, incidents involving crime, *e.g.* violence, dealing in illegal substances, etc. In considering, the impact on the school community and/or reputation of the school as a whole, the Principal/Board of Management

reserves the right to consider such circumstances in the context of the Code of Positive Behaviour and to impose sanction up to and including expulsion.

## 4. Responsibilities

Positive behaviour in students requires a high level of co-operation between the key partners in a student's education, *i.e.* students, staff, parents/guardians, Board of Management etc.

- The **Board of Management** has overall responsibility for teaching and learning and maintaining discipline in the school.
- The **Principal** has responsibility for the day-to-day running of the school and the responsibility in ensuring that that aims and objectives of this policy are achieved.
- The **Principal & Deputy Principal** have responsibility leading implementation of this policy across the school.
- **Teachers** have responsibility for the maintenance of classroom management within their class while sharing a common responsibility for good order at all times. Teachers have a responsibility to know and understand the additional needs of their students.
- **Students** have a responsibility to ensure that their actions do not affect the learning experiences of others and to always commit to positive behaviour.
- **Parents/Guardians** have a responsibility to ensure they support their child and the school in the implementation of this policy, in recognising their decision to send their child to Coláiste Éanna. In applying for a place for their son in Coláiste Éanna, parents/guardians confirm that the Code of Positive Behaviour for the school is acceptable to them as parents/guardians and that they will make all reasonable efforts to ensure compliance by their son. Parents/guardians have a responsibility to inform the school of any additional needs of their son.
- **External Organisations** have responsibilities to support Coláiste Éanna in line with their mission statement, objectives and available resources.

Our Code of Positive Behaviour intends to safeguard students' right to learn and teachers' right to teach in a mutually caring, safe and respectful environment. To this end each member of our school community has a responsibility for the promotion of positive behaviour and a role in developing relationships in a spirit of mutual respect.

## 5. Principles of Positive Behaviour

At Coláiste Éanna, students are expected to adhere to our 10 Principles of Positive Behaviour:

1. Respecting everyone: students, all staff and community members.
2. Following instructions: can influence grades, learning subject matter, and correctly executing skills.

3. Meeting expectations: yours, ours and your parents/guardians.
4. Doing your best: always engage and strive for the highest standards of learning.
5. Showing kindness: never bully, harass, intimidate, discriminate or show violence.
6. Resolving conflict: respectfully, calmly and fairly.
7. Being proud: represent the school with pride.
8. Showing up: attend school every day in correct uniform and on time.
9. Respecting property: school property, the property of teachers and other students.
10. Safety is key: never bring weapons, nicotine products, illegal substances or alcohol into our school.

## 6. Promoting Positive Behaviour

At Coláiste Éanna we promote and acknowledge positive behaviour, hard work, commitment, leadership qualities, sporting skills, musical and artistic talent and achievements in co- and extra-curricular areas in some of the following ways:

- Classroom teachers endeavour to affirm positive behaviour and engagement.
- Teachers display examples of students' work in classrooms and throughout the school.
- The intercom system, social media and An Nasc are used to commend student achievements.
- At year group assemblies, the Year Head communicates behaviour expectations to students and commends achievements of students within the year group.
- The Principal and Deputy Principal address assemblies to promote and encourage positive behaviour.
- Trips are organised by Year Heads at the end of the year to recognise students who conform with Coláiste Éanna's positive behaviour expectations.
- We recognise our students' achievements through awards and rewards which aim to promote positive behaviour.

## 7. Restorative Practice

Coláiste Éanna is a restorative practice school promoting positive relationships between teachers and their students and students and their peer groups as central to supporting and developing our holistic approach to learning. This approach engages students in the teaching and learning process and encourages personal and collective responsibility. When dealing with poor behaviour we strive to focus on the individual, not on the behaviour.

We seek to restore relationships through conversation and reflection. We understand that there are factors both inside and outside school that may affect a student's behaviour, and that the behaviour can change with the right support and intervention.

The goal of using restorative practice measures is to create a culture and a school community that can learn from our actions and learn to engage in positive behaviour practices.

Our strategies include:

- Providing pathways to repair affected parties.
- Bringing together individuals impacted by an issue in dialogue.
- Achieving a common understanding through reflection.
- Coming to an agreement about resolving the conflict and moving forward.
- Use of the following Restorative Justice Questions:
  - To the student showing challenging behaviour:
    1. What happened?
    2. What were you thinking at the time?
    3. What have your thoughts been since?
    4. Who has been affected by what you did?
    5. In what way have they been affected?
    6. What do you think needs to happen next?
  - To the harmed student:
    1. What happened?
    2. What were your thoughts at the time?
    3. What have you thoughts been since?
    4. How has this affected you and others?
    5. What has been the hardest thing for you?
    6. What do you think needs to happen next?

This approach empowers students to learn from their mistakes, to understand the impact of their actions, and to grow personally in their ability to problem-solve and make responsible decisions.

## 8. Behaviour Incidents

Teachers have a responsibility to maintain positive behaviour within their class while sharing a common responsibility for good order within the school premises. When responding to behaviour incidents, the staff member determines if the problem behaviour is serious or very serious, with the following agreed understanding:

- Serious behaviour incidents are managed by staff members at the time that they occur.

Examples of serious incidents may include, but are not limited to:

- Being late for class
- Use of mobile of phone without permission

- Affecting the learning of others
- Failure to adhere to our Uniform Policy
- Littering
- Unmannerly behaviour
- Not meeting our Classroom Expectations (Appendix 4)

It is expected that these incidents are managed by our teachers using established behaviour management strategies and if required, sanctions, including but not limited to:

- Verbal reprimand and reasoning with student
- Confiscation of item
- Communication with parent/guardian via email or phone
- Meeting the parent/guardian
- Written reflective exercise
- Issuing of detention (24-hours' notice), etc.

Accumulation or repetition of the above incidents can lead to a referral to a Year Head using the Code of Behaviour Report Form.

## 9. Ladder of Referral

Very serious behaviour incidents are ones that require the use of the Ladder of Referral starting with the Code of Behaviour Report Form (Appendix 3). We use the phrase 'Ladder of Referral' to outline the steps that are followed when incidents are deemed very serious.

Examples of **very serious incidents** include, but are not limited to:

- Endangering self, staff or fellow students
- Persistent disruption to teaching and learning
- Failing to follow the instructions of staff members
- Using inappropriate language which is offensive
- Verbal abuse
- Bullying (refer to the school's Anti-Bullying Policy)
- Possession of nicotine-based products, vapes, alcohol, illegal substances or items associated with substance use
- Possession of weapons
- Causing damage to or defacement of school property
- Stealing
- Leaving the school premises without permission
- Accumulation/repetition of serious incidents as outlined in the previous section.

When dealing with very serious incidents we use the following steps:

### **Step 1: Behaviour Report Form (attention of Year Head)**

When serious incidents have accumulated or been repeated, or a very serious incident has occurred the teacher completes a Code of Behaviour Report Form (Appendix 3) and gives it to the Year Head indicating where the incident happened, sanctions put in place if appropriate and a factual summary of the incident/behaviour.

The Year Head investigates the incident and may seek guidance from the Deputy Principal who will have oversight of all instances at this stage.

The Year Head will decide on the appropriate course of action, including but not limited to:

- Meeting with the student to take a brief written account of what happened
- Seeking clarity from the teacher if required about the incident
- Contacting the parents/guardians by phone and/or email
- Facilitating a meeting between the student, the teacher and/or parents/guardians (as necessary) to discuss behaviour and put in place a plan to improve the behaviour
- Giving the student a monitor report card (Appendix 5)
- Setting a written reflective exercise (Appendix 6)
- Issuing a verbal warning
- Issuing a detention
- Issuing a formal written warning, *i.e.* yellow ticket (Appendix 7)

The teacher is notified of decision(s) that are made based on the referral to the Year Head.

The Year Head may still decide to escalate the issue formally to the Deputy Principal where the Year Head feels all avenues have been exhausted and there is no improvement of the student's behaviour within a reasonable timeframe.

Note: A yellow ticket is a formal written warning. These are used prudently to deter a repeat of negative behaviour. Receipt of a yellow ticket should be of significant note to students and their parents/guardians. They are issued to a student for serious breaches of our Code of Positive Behaviour. Yellow tickets remain on a student's file for the duration of their time at Coláiste Éanna.

### **Step 2: Escalation to Deputy Principal**

Where a Year Head deems an issue to be of a very serious nature (including repeated yellow tickets), they will refer the matter directly to the Deputy Principal.

After the accumulation of two yellow tickets, the Deputy Principal will issue a letter to the Parents/Guardians informing them of the serious concerns to date. If a third yellow ticket is required, the Deputy Principal meets the student, Year Head and their parents/guardians to issue a Contract of Behaviour (Appendix 8).

When issues are escalated to the Deputy Principal, they will decide on the appropriate course of action, including but not limited to:

- Reviewing the information at hand including the Year Head's investigation
- Facilitating a meeting between the student, the teacher, Year Head, Guidance Counsellor and/or parents/guardians (as appropriate) to discuss the behaviour and/or incident and put in place a plan to improve the behaviour (if appropriate)
- With the agreement of the Year Head, issuing a formal written warning, *i.e.* yellow ticket
- Issuing a Contract of Behaviour
- Referring the matter to the Principal for sanction up to and including suspension

### **Step 3: Escalation to the Principal**

Where the Deputy Principal deems an issue to be of a grave nature, they will refer the matter to the Principal. The Deputy Principal may seek the advice of the Principal in deciding on the gravity of the matter.

The Principal will decide on the appropriate course of action, including but not limited to:

- Meeting with the Year Head and/or Deputy Principal to review the Year Head's investigation
- Requesting a further meeting with the student, the teacher, Year Head, Deputy Principal and/or parents/guardians (as appropriate) to discuss the behaviour and/or incident and put in place a plan to improve the behaviour
- Issuing a formal verbal/written warning
- Issuing a suspension in line with our Suspension and Expulsion procedures (as per Department of Education guidelines)
- Noting the student (in generic terms) at the next Board of Management meeting

Further details of the process involving suspensions and expulsions are communicated in our Suspension & Expulsion procedures. All decisions made will be communicated with the parents/guardians in writing.

### **Step 4: Escalation to the Board of Management**

Where the Principal is satisfied that the matter is of the gravest nature, the Principal may refer the matter to the Board of Management for sanction up to and including expulsion in line with our Suspension and Expulsion procedures (as per Department of Education guidelines).

The Principal may seek the advice of the Chairperson of the Board of Management in relation to an escalation of this nature.

## **10. Ongoing Behaviour Concerns**

Where a student displays behaviour not in keeping with our guiding principles which is **repeatedly brought** to the attention of the Year Head, Deputy Principal and/or Principal, an individual Behaviour Support Plan (BSP) will be required.

This Behaviour Support Plan will be collaboratively designed with the student at the centre. Its goal will be restorative in approach and aim to identify the poor behaviour being exhibited, provide an opportunity for the student to take responsibility for the behaviour and support the student in making a change in their behaviour.

The student's parents/guardians and relevant members of staff have a role to play in the development and implementation of the BSP. A team will be established, chaired by the Deputy Principal and including the Year Head and two members of the Student Support Team (e.g. Guidance Counsellor, SEN Co-Ordinator, Chaplain, Anti-Bullying Co-Ordinator, Attendance & Punctuality Co-Ordinator) who will be responsible for the design, implementation and regular review of the Behaviour Support Plan.

The Behaviour Support Plan will outline interventions, detail support that the school can offer, outline external supports and agencies which may be required, and list commitments given by the student to change the behaviour. The Behaviour Support Plan will require regular communication between the school and the parents/guardians to monitor interventions.

While the formulation and implementation of the Behaviour Support Plan is restorative in a nature and is looking to bring about a change in the behaviour, it is a parallel process to the steps outlined in previous sections above and does not replace the issuing of sanctions, as necessary.

If a student has a Behaviour Support Plan, their teachers will be made aware, and the plan will be shared with their teachers to best support the student through its implementation.

On establishment of Behaviour Support Plans, the Principal will note the plan and the student (in generic terms) at the next meeting of the Board of Management.

A Behaviour Support Plan should not be in place indefinitely and will be regularly reviewed.

## 11. Review & Approval

The school will review this policy on an annual basis. The policy is circulated amongst all members of the school community and can be viewed on the school website.

This Code of Positive Behaviour has been approved by Coláiste Éanna Board of Management on 17 June 2024.

**Signed:** \_\_\_\_\_

Chairperson, Board of Management

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

Principal, Coláiste Éanna

**Date:** \_\_\_\_\_

## 13. Appendices

## Appendix 1 - Matrix of Expected Behaviours

## MATRIX OF EXPECTED BEHAVIOURS



BEHAVIOR MATRIX	CLASSROOM	CORRIDORS	CANTEEN	LOCKERS	TOILETS	SCHOOL TRIPS OUT/ IN PUBLIC
Be Prepared	<ul style="list-style-type: none"> <li>Line up outside</li> <li>Bring all equipment</li> <li>Bring a positive attitude</li> <li>Have your homework completed/attempted</li> <li>Remove your coat</li> <li>Try your best</li> </ul>	<ul style="list-style-type: none"> <li>Walk don't run</li> <li>Go directly</li> </ul>	<ul style="list-style-type: none"> <li>If assembly arrive on time</li> <li>Have payment ready for canteen</li> </ul>	<ul style="list-style-type: none"> <li>Use designated times only</li> <li>Be organised</li> </ul>	<ul style="list-style-type: none"> <li>Use designated times only</li> <li>Get permission</li> <li>Go directly there &amp; back</li> <li>Mobile phone should be left on teachers desk</li> </ul>	<ul style="list-style-type: none"> <li>Have permission form signed</li> <li>Have all necessary gear &amp; equipment</li> <li>Be on time</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Listen</li> <li>Hands up and wait</li> <li>One voice</li> <li>Pick up rubbish at your desk</li> <li>Push in your chair at the end of class</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voice volume</li> <li>Acknowledge your teachers, say hi!</li> <li>Try not to push and shove</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voice volume</li> <li>Queue patiently at canteen</li> <li>Say thank you!</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn without pushing</li> <li>Respect others space</li> <li>Don't loiter, move on when finished with locker</li> </ul>	<ul style="list-style-type: none"> <li>Keep the toilet area clean</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Treat members of the public with respect</li> <li>Treat members of staff in businesses you enter with respect</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Take responsibility for your actions/mistakes</li> <li>Allow everyone to learn</li> <li>Allow teachers to teach</li> <li>Stay focused</li> <li>Mobile phones not in sight</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful language</li> <li>Be mindful of others</li> <li>See rubbish, bin it!</li> <li>Drop rubbish, bin it!</li> </ul>	<ul style="list-style-type: none"> <li>Share responsibility to tidy up</li> <li>Put your rubbish in the bin</li> <li>Have pride in how clean the school is</li> </ul>	<ul style="list-style-type: none"> <li>Keep locker tidy</li> <li>Use bins provided</li> <li>Keep key/code in safe place</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Dry your hands</li> <li>Use bins provided</li> </ul>	<ul style="list-style-type: none"> <li>Take pride in representing your school well</li> <li>Follow the instructions of the person in charge</li> </ul>

## Appendix 2 – Principles of Positive Behaviour Infographic

## Our Principles of Positive Behaviour

1	<b>RESPECT EVERYONE</b> students, staff and community members		6	<b>RESOLVE CONFLICT</b> respectfully, calmly and fairly	
2	<b>FOLLOW INSTRUCTIONS</b> can influence grades, learning subject matter, and correctly executing skills		7	<b>BE PROUD</b> represent the school with pride	
3	<b>MEET EXPECTATIONS</b> yours, ours and your parents/guardians		8	<b>SHOW UP</b> Attend school every day in correct uniform and on time	
4	<b>DO YOUR BEST</b> strive for the highest standards of learning		9	<b>RESPECT PROPERTY</b> school property, the property of teachers and other students	
5	<b>SHOW KINDNESS</b> never bully, harass, intimidate, discriminate or show violence		10	<b>SAFETY IS KEY</b> never bring weapons, nicotine products, illegal drugs or alcohol into our school	

## Appendix 3 - Code of Behaviour Report Form

## Code of Behaviour Report Form

*This form should only be filled in for very **serious breaches of discipline**. All other discipline issues should be dealt with by the teacher using standard classroom management techniques and by following our code of behaviour.*

## Section 1

Student Name:				Class group:			
Teacher:				Time of incident:			
Year Head:				Date of incident:			
Location:	Classroom		Canteen		Toilets		School grounds
	School trip		Lockers		Corridors		Other

## Section 2

## Serious Incidents [dealt with by teacher]:

Tick incidents that apply:	Classroom Management Techniques:
<input type="checkbox"/> Late for class without note; <input type="checkbox"/> Use of mobile phone; <input type="checkbox"/> Disturbing other students (e.g. poking, trying to make each other laugh, passing notes, etc.); <input type="checkbox"/> Answering back/questioning instructions; <input type="checkbox"/> Incorrect materials (Book, copy, etc.); <input type="checkbox"/> Incorrect uniform; <input type="checkbox"/> Aggressive tone with teacher; <input type="checkbox"/> Being discourteous or unmannerly; <input type="checkbox"/> Littering, throwing rubbish; <input type="checkbox"/> Other (Provide detail on page 2)	<input type="checkbox"/> Verbal reprimand and reasoning with student; <input type="checkbox"/> Move student to another seat in the classroom; <input type="checkbox"/> Confiscate phone; <input type="checkbox"/> Class teacher communicated with parent or guardian via Email <input type="checkbox"/> Phone <input type="checkbox"/> Journal <input type="checkbox"/> <input type="checkbox"/> Removal of student to co-operating teacher's class for the class period; <input type="checkbox"/> The teacher assigned an appropriate written assignment to be completed by the pupil which is to be signed by parent or guardian.

## Very Serious Incidents [escalated to Year Head]:

<input type="checkbox"/> Repeated reoccurrence of minor misbehaviour(s) (ticked above); <input type="checkbox"/> Using inappropriate language which is offensive or discussing inappropriate topics in school; <input type="checkbox"/> Failing to follow instructions of staff member; <input type="checkbox"/> Stealing or damaging another student's /school property; <input type="checkbox"/> Endangering self or fellow pupils in the school environment; <input type="checkbox"/> Smoking / vaping or other substance abuse on school grounds;	<input type="checkbox"/> Any action that is physically or verbally injurious to another member of the school community including the dissemination of any material that could be offensive to a member of the school community; <input type="checkbox"/> Leaving the school premises during school day without permission of the Teacher, Deputy Principal or Principal; <input type="checkbox"/> Bullying (see Anti-Bullying Policy); <input type="checkbox"/> Other (Provide detail on page 2).
--	--

**Section 3****Provide concise facts of incident:**

•
•
•
•
•
•

**Section 4: Filled in by Year Head****➤ Procedures to be followed for serious breaches of discipline:**

Year Head speaks with student;

Year Head phones parent/guardian to inform them of incident;

Year Head emails parent/guardian to inform them of incident;

Year Head meets with parent/guardian to inform them of incident;

Year Head removes privileges:  Attendance to game;  Attendance to school trip;

Other: \_\_\_\_\_

Year Head asks student to write note of apology to teacher or whomever was affected by incident, co-signed by parent/guardian;

Year Head provides monitor report card to student;

Year Head assigns detention to student: Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Completed: Yes / No

A referral to the Student Support Team or Guidance Counsellor;

Year Head assigns a yellow ticket. #\_\_\_\_\_

**Escalation**

Year Head refers matter to Deputy Principal / Principal.

**Follow up provided to teacher**

## Appendix 4

## Classroom Expectations



## CLASSROOM EXPECTATIONS

	<input checked="" type="checkbox"/> Sit in your allocated seat.	
	<input checked="" type="checkbox"/> Take out your equipment and open your books, place journal on desk.	
	<input checked="" type="checkbox"/> Engage in the lesson. Ask questions, do the work assigned.	
	<input checked="" type="checkbox"/> Remove jacket if requested.	
	<input checked="" type="checkbox"/> Be polite; hand up if you want to ask a question or make a contribution to a class discussion.	
	<input checked="" type="checkbox"/> Follow all instructions given by your teacher.	
	<input checked="" type="checkbox"/> Do not use mobile phone unless given permission.	
	<input checked="" type="checkbox"/> Show homework written into journal before you leave class.	
	<input checked="" type="checkbox"/> Pick up any rubbish from the floor where you are sitting.	
	<input checked="" type="checkbox"/> Push your chair in under the desk at end of class.	

## Appendix 5

## Monitor Report Card

Coláiste Éanna Academic Monitor.										
Pupil Name : _____ Class: _____ Date: _____										
Please complete using a scale between 1 (Very poor), 5 (Excellent). Add Comment where appropriate										
P = Punctuality A = Application H.W = Homework										
Period	Monday	1 to 5	Tuesday	1 to 5	Wednesday	1 to 5	Thursday	1 to 5	Friday	1 to 5
P 1	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 2	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 3	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 4	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 5	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 6	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 7	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 8	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 9	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									

Coláiste Éanna Academic Monitor.										
Pupil Name : _____ Class: _____ Date: _____										
Please complete using a scale between 1 (Very poor), 5 (Excellent). Add Comment where appropriate										
P = Punctuality A = Application H.W = Homework										
Period	Monday	1 to 5	Tuesday	1 to 5	Wednesday	1 to 5	Thursday	1 to 5	Friday	1 to 5
P 1	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 2	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 3	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 4	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 5	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 6	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 7	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 8	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									
P 9	Teacher: P		Teacher: P		Teacher: P		Teacher: P		Teacher: P	
		A		A		A		A		
		H.W		H.W		H.W		H.W		
Comment:	Comment: _____									



COLÁISTE ÉANNA

## Appendix 6

## Example Student Reflection Exercise

**Student Reflection**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Subject: \_\_\_\_\_

Tick  the reason(s) why you think your teacher prepared a discipline behaviour report for your year head:

I was:

Not following my teacher's instructions	Not being respectful	Late for class
Speaking out of turn	Being verbally aggressive	Distracting others
Other:		

Describe what happened; What was your role?

How do you feel now? (Circle the one that applies to you)



Happy



Frustrated



Don't Care



Angry



Sad

Is there anything you could have done differently to avoid disciplinary action?

Going forward I will...

**C** Cool Off: Take some deep breaths and acknowledge my feelings.

**A** Agree to work it out: I will show a willingness to solve the problem by not escalating it further. I will let my teacher know I am ready to discuss the issue(s).

**P** Point of view on the problem: Using "I" statements, explain how I feel and give my point of view.

**S** Solve the problem: Develop a solution that has a win-win outcome for both parties.

Write out:

C	
A	
P	
S	

Write out the dialogue between you and your teacher so that the outcome of the interaction allows you to have a positive relationship with your teacher.

Appendix 7 - Yellow Ticket

**Coláiste Éanna, An Edmund Rice School**  
Hillside Park, Ballyroan Road, Rathfarnham, Dublin 16. D16 E248



Student: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Reason for ticket: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Year Head: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_

*After signing, the top section is to be returned to the appropriate Year Head.  
The carbon copy section may be retained by Parent/Guardian*

## Appendix 8 - Contract of Behaviour

**Statement to Parent / Guardian and Student**

After the accumulation of three yellow tickets for serious misdemeanours and following a further incident(s), this contract is signed following a meeting with the student, parent(s)/guardian(s), Year Head and Deputy Principal in line with our ladder of referral.

On DATE, STUDENT reaffirmed his commitment to the school's Code of Positive Behaviour and in doing so committed to having a proper regard for authority, respecting all members of the school community and behaving with consideration and care at all times.

These issues are a key concern in our school community and impact upon the quality of school life and learning both for STUDENT and for other students.

The classroom is a learning environment. All students have the right to avail fully of the educational opportunities provided in the classroom and to reach their full potential in a safe, respectful and engaging environment. **No individual or group will be permitted to obstruct in any way the educational progress of another student/s.**

**BEHAVIOUR**

We expect STUDENT to:	We will not accept STUDENT to:	We will not tolerate:
<p>To arrive punctually to school and to each class with the correct equipment and in proper school uniform.</p> <p>Be ready to start classes promptly.</p> <p>Follow all instructions from staff.</p> <p>Complete classwork and homework to the best of their ability.</p> <p>Take responsibility for their own behaviour.</p> <p>Show respect for the safety and welfare of members of the school community at all times.</p> <p>Report any issues that are of concern to them directly to his Year Head.</p>	<p>Arrive late for school or class.</p> <p>Be wearing non - school uniform items of clothing.</p> <p>Interrupt the flow of lessons and teachers as they teach.</p> <p>Disrupt the learning opportunities presented for other students and peers.</p> <p>To bring the school's name into disrepute by any action or behaviour of theirs, inside or outside the school environment.</p>	<p>Refusal to cooperate with teachers' instructions.</p> <p>Verbal confrontation with staff – in or out of classes.</p> <p>Physical aggression towards staff or students at any time.</p> <p>Bullying, harassment or intimidating behaviour towards other students.</p> <p>A student showing disrespect towards another student or member of staff.</p> <p>Any action or behaviour that has the deliberate intention of preventing, limiting or hindering the effective delivery of any facet of Coláiste Éanna's educational programme.</p>

**Goals for STUDENT:**

- Demonstrable effort and commitment towards their Junior Cycle/Leaving Certificate Programme for their academic benefit.
- Awareness and understanding of school procedures, rules and expectations.
- Commitment to self-learning and respect for themselves, their peers and other members of the school community.

By signing this contract all parties understand that this is a formal warning with regards to STUDENT repeated misbehaviour and recognise that if STUDENT is not prepared to work towards the achievement of the agreed targets or continues to behave or act in such a way that is disruptive to their own learning and the learning of others, or infringes the safety and welfare of other members of the school community, the Deputy Principal will refer the matter to the Principal for sanction, who may, in turn refer the matter to the Board of Management.

---

Signature of Student

---

Following agreement with Deputy Principal

---

Witnessed by Parent/Guardian

---

In the presence of Year Head

Date: \_\_\_\_\_