



# The Teresian School

12, Stillorgan Road, Dublin 4 Tel: (01) 2691376 Email: [secretary@teresian.ie](mailto:secretary@teresian.ie) Website: [www.teresian.ie](http://www.teresian.ie)

## A Teresian Code of Behaviour

A Teresian education aims to foster:

- A person of faith, Christian values and criteria
- A person who has love for learning and study as a means to build a more human world
- A person for others
- A person of truth and integrity
- A person who shows commitment
- A person who lives a life filled with joy

These are gentle but serious challenges for the teacher and the student.

The Teresian School fosters responsible behaviour in all students. The learning environment we wish to provide demands self-discipline and a sense of respect for others. In our school discipline is based on mutual respect.

*"We may learn a lot, but if we lack self-discipline and see education as mere instruction, our knowledge will be little good to us."* Pedro Poveda, 1911.

Overall responsibility for behaviour within the School rests with the Principal, subject to the authority of the Board of Management. Certain aspects of the Code of Behaviour are the responsibility of the Deputy Principal and the Year Coordinator. Each subject teacher is responsible for managing appropriate behaviour within their class. All staff strive to create a harmonious climate within the school generally, in accordance with our pedagogy. *The Teresian Classroom* outlines the responsibilities of the student.

We always seek to provide opportunities for our students to show themselves at their best. We would hope to issue more Commendation Slips -acknowledging a contribution- than Behaviour Slips.

There are five key areas where the school seeks to ensure standards:

- 1. Behaviour**
- 2. Subject related issues (such as quality of work, materials for class, homework on time)**
- 3. Punctuality**
- 4. Attendance**
- 5. Code of Dress**

The following actions will be taken where these standards are not being met:



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## 1. Behaviour

Any teacher may issue a Behaviour Slip to a student in any area covered by the Code of Behaviour regarding:

- Disruption of class or other school activity
- Uncooperative behaviour
- Challenging behaviour

Normally a warning to an individual or group precedes the giving of a Behaviour Slip. The teacher discusses the **Behaviour Slip** with the student to help her improve.

A student receiving a Behaviour Slip should understand that they are not to repeat this behaviour. Should this behaviour be repeated, the following steps will be taken. Other interventions may take place which will involve the Careers/Guidance Counsellor and the Pastoral Care Officer. The table below describes actions based on Behaviour Slips received over the course of an academic year.

<b>3 Behaviour Slips</b>	If a student receives three or more Slips she meets with her Year Coordinator, and incurs a detention on Wednesday morning 8.00-8.35am. There will be a letter home from the Year Coordinator, indicating the behaviour issues, advising of the detention requesting contact with the parents of the student. Targets will be set for improvement and discussed with the parents of the student.
<b>6 Behaviour Slips</b>	If a student receives six or more Slips she meets with the Year Coordinator. A letter is issued from the Year Coordinator to the parents who are asked to discuss these issues with the student and the Year Coordinator. She now goes onto a Yellow Report Card, where she receives feedback on a card for every lesson over one week, and reports to the Year Coordinator twice a day to discuss this. The Report Card targets the area for improvement. The Report Card is issued for one week and represents an intensive effort on the school's part to get a student to improve her behaviour. We hope that any student who has been through one Report Card learns from the experience. Targets will be set for improvement and discussed with the parents of the student.
<b>9 Behaviour Slips</b>	If a student receives nine or more Slips she meets with the Deputy Principal and incurs a special detention for one hour after school. There will be a letter home from the Deputy Principal, indicating the behaviour issues, advising of the detention and requesting contact with the parents of the student. Targets will be set for improvement and discussed with the parents of the student.



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<b>12 Behaviour Slips</b>	If a student receives twelve or more Slips she meets with the Deputy Principal. A letter is issued from the Year Coordinator to the parents who are asked to discuss these issues with the student and the Year Coordinator. She now goes onto a Red Report Card, where she receives feedback on a card for every lesson over one week, and reports to the Deputy Principal twice a day to discuss this. The Report Card targets the area for improvement. Parents are informed and asked to discuss these issues with the student and the Deputy Principal. Targets will be set for improvement and discussed with the parents of the student.
	If behavioural issues are unresolved following these interventions, the situation is reviewed by the Principal and further action is considered, up to and including suspension.

## 2. Subject related issues

A subject teacher will send a standard letter to parents when the teacher identifies a pattern of:

- Non-completion of homework
- Not having the correct materials for class
- Concern about the quality of work

A copy of the letter will be kept on file in the Student Office. Parents will be asked to confirm receipt of this letter. The subject teacher will contact the parents and targets will be set for improvement.

## 3. Punctuality

Punctuality is monitored by the Student Office. A letter will be issued to parents if a student is late for school twice in one week and she will attend detention before school (8.00-8.35.am.) Students who do not attend this detention or who are late for it will repeat it and/or face a more serious sanction.

The situation is reviewed in October (by the Year Coordinator) and February (by the Deputy Principal), based on information provided by the Student Office.

If unresolved following these interventions, the situation is reviewed by the Principal and further action is considered.

## 4. Attendance

Attendance is monitored by the Student Office. The Deputy Principal meets with the Student Office weekly to identify patterns of non-attendance and analyse reasons. Parents are



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contacted if there is a concern about attendance. Necessary interventions will take place and be communicated.

## 5. Code of Dress

Code of Dress is monitored by the Year Coordinators and the Deputy Principal. Patterns of non-conformance are identified. Parents are contacted by letter if there is an ongoing concern.

If unresolved following these interventions, the situation is reviewed by the Principal and further action is considered.

### Review of Code of Behaviour Issues

There will be two main periods of review each year, one in October and one in February. At each review, a student's situation regarding the five areas of the Code of Behaviour will be looked at. If a situation arises where there is a cause for concern before these reviews take place, each review may take place at an earlier date. Where there is a serious cause for concern, the Principal may also be involved in the process of review.

1. The Year Coordinator review of Code of Behaviour issues in October:

1. **Behaviour where this has been identified as a cause for concern**
2. **Subject related issues where a number of these exist. Identified through letters filed in Student Office.**
3. **Punctuality where a number of detentions have taken place.**
4. **Attendance where this has been identified as a cause for concern.**
5. **Code of Dress where this has been identified as a cause for concern.**

A letter which outlines these issues is sent to parents. A meeting is arranged and interventions and targets agreed. This process is recorded.

2. The Deputy Principal review of Code of Behaviour issues in February:

1. **Behaviour where this has been identified as a cause for concern**
2. **Subject related issues where a number of these exist. Identified through letters filed in Student Office.**
3. **Punctuality where a number of detentions have taken place.**
4. **Attendance where this has been identified as a cause for concern.**
5. **Code of Dress where this has been identified as a cause for concern.**

A letter which outlines these issues is sent to parents. Previous engagement is referred to. A meeting is arranged and interventions and targets agreed. This is recorded. The **Principal** will



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review the progress of students so identified in March.

## Suspension and permanent exclusion of students

At The Teresian School we use every measure to support a student who is misbehaving through our Code of Behaviour. However on rare occasions **Suspension** may be deemed necessary. Such a decision is never taken lightly: the above process gives a student many opportunities to change her behaviour. There may also be other serious incidents which lead directly to **Suspension** once their nature is established.

- a. Only the Principal (or the Deputy Principal in the absence of the latter) has the authority to suspend a student.
- b. The sequence of events giving rise to possible **Suspension** will be carefully and impartially considered, along with the evidence.
- c. Both the student and her parents will be invited to respond in a meeting with the Principal.
- d. In the rare case of an immediate **Suspension**, parents will be contacted by phone. Written confirmation will follow.
- e. **Suspension** may take place up to and including five school days, depending on the circumstances.
- f. That decision may be appealed to the Board of Management in writing.

Any suspended student is interviewed by the Principal on her return to the School and writes a letter detailing how she will improve her behaviour.

The Board of Management has the authority to permanently exclude a student from The Teresian School.

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