



CARLOW VOCATIONAL SCHOOL

KILKENNY ROAD
CARLOW

Pastoral Care Policy

Scope

This is a whole school policy for Carlow Vocational School. It applies to all Carlow Vocational School students, and to all staff and users of the school building. It applies at all times to all school-related and school-organised activity.

Relationship to School's Mission/Vision/Aims

This Pastoral Care policy underpins the school Mission Statement, which is:

Administration, Staff and Parents at Carlow Vocational School seek to promote a secure and caring community environment and a balanced curriculum, which is student-centred, with parents, recognised as the first educators and teachers as facilitators of the learning process.

In partnership, we hope to provide an atmosphere, which encourages respect, responsibility and commitment, drawing forth the positive potential of each individual, thus equipping all students to take their place in life and work in the future.

Rationale

Carlow Vocational School is committed, through its Mission Statement, to promoting a secure and caring community. A whole-school approach to Pastoral Care is necessary to ensure that all students are offered appropriate support, guidance and care to underpin their education.

Introduction

Pastoral care embraces all aspects of school life and therefore this policy is linked to policies on guidance-counselling, special needs, bullying, critical incidents, DEIS, school completion,

home-school liaison etc. Parents/guardians and a supportive home environment play an important role in shaping student attitudes which produces good behaviour in school. This in turn helps to mature students for adult life by fostering in them the essential senses of self-discipline, self-esteem, respect for others and their property, and allegiance to their local communities. Carlow Vocational School views parents/guardians' support of the school Pastoral Care Policy, and the related Code of Conduct, as essential to the successful operation of the school. Every parent/guardian that enrolls a child at Carlow Vocational School in doing so accepts the objectives of the school, and gives a commitment to support their child to behave in an appropriate manner.

It is in the best interest of the school management, teachers, parents/guardians and students to have an effective and fair Code of Conduct that will facilitate all education partners to work together in an atmosphere of mutual respect. This is reflected by respect for self and others, kindness, willingness to help others, courtesy, good manners, fairness, forgiveness and readiness to use respectful ways of resolving difficulties and conflict that arise. The Code of Conduct in Carlow Vocational School is considered in the context of the school as a community in which mutual respect, co-operation and natural justice are integral features.

Aims

Carlow Vocational School's Pastoral Care Policy aims to facilitate a systemic approach to caring for all students in a holistic manner, so that they can achieve their full potential in school, and are as well prepared as possible for life when they leave.

Carlow Vocational School's Pastoral Care Policy aims:

- To support a positive teaching and learning environment by promotion positive conduct
- To promote a school environment that endeavours to meet the needs of all its students
- To recognise and support students' talents and abilities through personal attention when/where appropriate
- To nurture supportive, respectful and positive relationships
- To support students' engagement in their studies, and in their personal development
- To provide on-going monitoring of student progress with appropriate interventions where necessary
- To outline Pastoral Care roles, responsibilities and procedures

Policy Content

The Pastoral Care Policy includes:

- Roles and Responsibilities of Staff
- Code of Conduct
- Rules and Regulations

Roles and Responsibilities of Staff

Implementation of the Pastoral Care Policy is the responsibility of all members of the school community. All members of the school community have a responsibility to promote and uphold the school Pastoral Care Policy.

Students – to cooperate and engage with school policies, and the positive community ethos that underpins it. This includes positive participation in all school activities, co-operation with the rules and regulations of school, and cooperation with the disciplinary processes of the school code of conduct.

Parents/Guardians – are the primary educators of their children. Parents/guardians are expected to work in partnership with the school, to support the ethos and policies of the school. Parents/guardians are expected to ensure that their child is able to, and prepared to, participate in school. Parents/guardians are expected to co-operate with the rules and regulations of school, and to cooperate with the disciplinary processes of the school code of conduct.

All staff – to promote and implement the school Pastoral Care policy

Subject teachers - subject teachers share responsibility for student welfare and are responsible for the management of their classrooms. This includes promoting positive conduct, progress and general welfare for all students, and monitoring discipline and attendance in the subject classroom. Subject teachers may request support from parent/guardian, and/or Pastoral Care Team, in promoting appropriate conduct, supporting individual or group welfare needs, or addressing inappropriate behaviour. Where there is a cause for concern, and following the ladder of referral, the Subject Teacher should address matters directly with the student and/or parent, and then refer to onwards as necessary. On referral, the Subject Teacher may be requested to continue participation with the intervention initiated.

Class Tutors - undertake, on behalf of the school community, the role of caring for a class group in order to promote an effective learning environment. Class Tutors both advocate for students, and assist the whole-school staff in encouraging appropriate conduct. Class Tutors promote positive conduct, progress and general welfare for all tutor-group students, and will support their students group to achieve this. Class Tutors may request support from parent/guardian and/or Pastoral Care Team in promoting appropriate conduct, supporting individual or group welfare needs, or addressing inappropriate behaviour. Class Tutors can seek all relevant information pertaining to their student group from the relevant in order to fulfil their role. Following the ladder of referral, the Class Tutor should address matters referred to them directly with the student and/or parent, and then refer to onwards as necessary. On referral, the Class Tutor may be requested to continue participation with the intervention initiated.

Year Heads – take, on behalf of the school community, the role of overseeing the welfare of a year group(s) so that learning at every level of the student is supported. The Year Head supports the Class Tutor and Subject Teacher in responding to the general welfare needs of their students. Year Heads will co-ordinate the setting of structures for students whose conduct is unacceptable in order that the student may adjust their behaviour to a positive pattern. Year Heads may request support from parent/guardian and/or Pastoral

Care Team in promoting appropriate conduct, supporting individual or group welfare needs, or addressing inappropriate behaviour. Year Heads have access to all relevant information pertaining to their student group in order to fulfil their role. Following the ladder of referral, the Year Head should address matters referred to them directly with the student and/or parent, and then refer to the Pastoral Care Coordinator as necessary. On referral, the Year Head may be requested to continue participation with the intervention initiated.

Pastoral Care Coordinator – to lead, promote and encourage Pastoral Care by facilitating the implementation of the policy. The Pastoral Care Co-ordinator, on behalf of the school community, takes on the role of overseeing the welfare supports available to all students so that all students are supported in a timely manner. The Pastoral Care Co-ordinator supports the general welfare needs of their students by coordinating and monitoring interventions strategies for students who are in need, whether in terms of welfare, conduct or other need. The Pastoral Care Co-ordinator will work closely with parent/guardian, the Pastoral Care Team, to devise and monitor appropriate support strategies.

The Pastoral Care Co-ordinator oversees all relevant information pertaining to students in order to fulfil their role. Following the ladder of referral, the Pastoral Care Co-ordinator should address matters referred to them directly with the student and/or parent, and then refer to the Deputy Principal/Principal as necessary. On referral, the Pastoral Care Co-ordinator may be requested to continue participation with the intervention initiated.

Pastoral Care Team - to support and assist the implementation of the policy. The Pastoral Care Team includes:

- Guidance Counsellors
- Resource Teaching Coordinator
- Home School Community Liaison
- School Completion Coordinator
- Year Heads
- Class Tutors
- Pastoral Care Coordinator
- Deputy Principals
- Principal

The Pastoral Care Team's role is to support teaching and learning by and through the provision of appropriate supports and interventions as required. These supports are co-ordinated by the Pastoral Care Coordinator. To facilitate this work, this team will communicate through a regular programme of meetings.

The various roles of Guidance Counsellors, Resource Coordinator, Home School Community Liaison Officer, School Completion Coordinator, and their interventions/programmes in the Pastoral Care of school students, are detailed in the specific policies governing these aspects of school life

Principal and Deputy Principals – to lead, promote and encourage Pastoral Care by facilitating the implementation of the school's Pastoral Care Policy. The Principal and Deputy Principals, on behalf of the school community, take on the role of overseeing the welfare supports available to all students so that all students are supported in a timely

manner. The Principal and Deputy Principals supports all staff in responding to the general welfare needs of their students, including monitoring structures for students whose conduct is unacceptable. The Principal and Deputy Principals may request support from parent/guardian, and/or other members of the school management, and/or external agencies in promoting appropriate conduct, supporting individual or group welfare needs, or addressing inappropriate behaviour. The Principal and Deputy Principals oversee all relevant information pertaining to students in order to fulfil their role. On referral, the Principal and/or Deputy Principals may be request to continued involvement of other members of staff in any intervention initiated.

Board of Management – to agree the school’s Pastoral Care Policy, and monitor its implementation

Code of Conduct

Introduction

Carlow Vocational School makes a collective effort to ensure that our school is a good place in which to teach and learn. We use a teamwork approach to promote appropriate positive conduct both in and out of the classroom. The emphasis of the school code of conduct is positive, supportive and restorative, and focuses on changing behaviours and actions that are inconsistent with the ethos and values of the school.

Carlow Vocational School provides an excellent caring and learning environment where students can grow, develop, learn, benefit from a range of experiences and supports that are targeted at their individual needs. Carlow Vocational School champions inclusion, equality and diversity and aims to support all of its student body, and to help them meet educational challenges. Carlow Vocational School’s Code of Conduct is based on the core values that underpin our school ethos, and is a function of the school’s Pastoral Care Policy. Carlow Vocational School’s disciplinary procedures are based on the values of positive reinforcement of good behaviour and the principles of restorative approaches to sanctions.

It is in the best interest of the school management, teachers, parents/guardians and students to have an effective and fair Code of Conduct that will facilitate all education partners to work together in an atmosphere of mutual respect. This is reflected by respect for self and others, kindness, willingness to help others, courtesy, good manners, fairness, forgiveness and readiness to use respectful ways of resolving difficulties and conflict that arise. The Code of Conduct in Carlow Vocational School is considered in the context of the school as a community in which mutual respect, co-operation and natural justice are integral features.

Principles underpinning the Code of Conduct

1. Carlow Vocational School promotes positive behaviour
2. Carlow Vocational School provides clarity of expectations in order to help make the school a positive, orderly and harmonious environment for teaching and learning
3. It affirms that everyone’s behaviour matters in creating a positive school climate

4. The code balances the needs of the educational needs of those whose behaviour is unacceptable against the educational needs of the other students attending the school
5. It recognises that the quality of relationships between teachers and students is a powerful influence on behaviour in the school
6. The code helps the students experience the value of being responsible, participative members of the school community
7. The code is informed by fairness and respects natural justice
8. The code promotes equality for all members of the school community while preventing discrimination and accommodates difference in accordance with Equal Status legislation
9. The code reflects the school's commitment to recognising educational vulnerability
10. The code is based on a commitment to the welfare of every student
11. The code helps to promote a positive and safe educational and working environment for all at the school
12. The code also promotes the conditions for learning and teaching coupled with dignity and freedom from the threat of violence in any form

Aims of the Code of Conduct

1. Carlow Vocational School aims to assist students to grow with an awareness of their responsibility to themselves and to others
2. Carlow Vocational School aims to aid the development of the students into mature adults who think, reason and act under the guidance of the accepted norms of our community
3. The purpose of the Code of Conduct and the Rules and Regulations is to bring about within the school an atmosphere of peace and order to the benefit of all. The adherence or non-adherence to the rules and structures of the school involve day-to-day decisions by students. From these decisions, flow consequences they must accept, whether in the form of communal benefit or individual punishment and general disharmony
4. It is the responsibility of the school, through the members of the teaching staff, to see that the sanctions and procedures are applied consistently but fairly. Above all justice must be tempered by compassion and understanding of human frailty

A Shared Community Responsibility

Carlow Vocational School provides a curriculum that requires a high level of study and commitment from students. Students are expected to learn and study to their full potential. The primary objectives of the school are the dissemination and advancement of knowledge and understanding through teaching, research, study and rational discussion.

Every parent/guardian that enrolls a child at Carlow Vocational School in doing so accepts the aims and objectives of the school, and gives a commitment to support their child to behave in an appropriate manner. Parents/guardians that enrol a child at Carlow Vocational School are expected to accept and support the Code of Conduct and sign a contract of agreement. Breaches of this Code and of any school regulations make students' liable to the imposition of sanctions.

The school aims to encourage a sense of responsibility and self-discipline among students while respecting their rights and worth as individuals. Every student is expected and required to respect the rights of fellow students and the authority of Carlow Vocational School in the performance of its duties.

In the broadest terms, Carlow Vocational School expects students to behave in a manner which ensures that the school can meet its legal, statutory and contractual obligations, that all students and staff are treated with dignity and respect, that all school property and facilities are used appropriately and that students uphold the good name of the school in their actions, both on and off campus. The school will have due regard to a student's right to freedom of speech within the law and to the relevant school policies.

Rights and obligations of staff, students and others

Every student and staff member has the right to be treated with dignity and respect. Students are expected to acknowledge the authority of the staff of the school, both academic and support staff, in the performance of their duties.

Designated authority

The school board of management assigns day-to-day authority to certain designated staff in order to deal with the maintenance of order and discipline in their specific operational areas, including Subject Teachers, Class Teachers, Year Heads, Pastoral Care Coordinator, Assistant Principals, Deputy Principals, Principal etc. Each of these staff is a Designated Authority for the purpose of the maintenance of good order generally in the school and for the purposes of this code and policy.

Disciplinary Intervention Procedures

Breaches of any of the regulations of the school are dealt with through the appropriate approved disciplinary procedure as laid out below. Every student/parent is required to cooperate with the disciplinary procedures outlined below. Failure to cooperate or failure to comply with a disciplinary sanction imposed for a breach of discipline (subject to any right of appeal applicable) is considered a breach of the Code of Conduct.

Ladder of Referral & Interventions

Disciplinary intervention procedures are undertaken at multiple levels, and Carlow Vocational School operates a ladder of referral to underpin and support the process. Prior to a decision to suspend or permanently exclude a student from the school, staff and

management will have reviewed the breach(es) of the Code of Conduct with a view to possibly resolving matters before serious disciplinary action against the student is initiated.
See Figure 1

Such a review will identify the nature and seriousness of the behaviour, the context and impact of the behaviour and the interventions initiated and/or tried to date. All such interventions tried will be recorded, monitored and evaluated for their success or otherwise. The purpose of such interventions is to assist and enable the student to modify and change their behaviour. Such interventions may include counselling, psychological assessment and/or referral to support from support agencies outside the school.

Notwithstanding any immediate action that might be required to ensure the general health and safety of the school community, the following is the general procedure for the disciplinary interventions:

- 1) Outline to the students why a given behaviour is unacceptable
- 2) Establish the correction or required behaviour
- 3) Apply a sanction as appropriate
- 4) Identify the timeline for this behavioural change to happen
- 5) This is to be reported to parents – via journal note/phone call
- 6) All the above to be recorded on the student's My School profile/student file

Onward Referral

If the behaviour continues and shows no improvement, then students may be referred onwards through the disciplinary ladder of referral for further interventions, supports or disciplinary sanctions as appropriate. The aim at every stage is to assist our students to modify their behaviour so that they can have a productive school experience and engage meaningfully in school life.

Serious breaches of the Code of Conduct

In the event of a serious breach of the school Code of Conduct, a Year Head/Deputy Principal shall conduct a preliminary investigation of any serious reports made to him/her.

In the event of a serious referral to the Year Head/Deputy Principal, parents will be informed that an investigation is to be conducted. Where the gravity of the matter warrants it, the Year Head/Deputy Principal may refer the matter straight to the Principal for consideration.

The Year Head/Deputy Principal shall as soon as is practicable arrange a meeting with the student(s) against whom the complaint is made in order to consider the case, interact with the student(s) and form an opinion on the seriousness of the case and if appropriate proceed to a finding. The Year Head/Deputy Principal shall notify the student(s) that they are being interviewed under the conditions laid out in the Student Code of Conduct. The Year Head/Deputy Principal refers a report of the investigation to the Principal for review and decision.

Summary Procedure – Suspension and Expulsion

The Principal on behalf of the Board of Management has the right to suspend students and such right may be invoked by him/her at his/her sole discretion. Where the Principal has suspended a student, the Board of Management at its next meeting shall have power to continue such suspension. If the Board of Management decides to continue the suspension, the appropriate disciplinary procedures shall be initiated without delay. During the period of suspension imposed by the Principal and such subsequent period as the Board of Management may decide, the students(s) inter alia will not be permitted to take any part in the academic activity of the school, such as classes, laboratory classes, fieldwork, examinations, work placement, etc.

The Principal following a decision by the Board of Management has the right to expel students and such right may be invoked by him/her following such a decision by the Board. Students may be suspended during the disciplinary process from attending the school in the event of a situation where the health and safety of a member of the school community is at risk and/or any conduct that seriously contravenes the good name of the school. Where the Principal has suspended a student, the Board of Management at its next meeting shall have power to continue such suspension pending the outcome of the disciplinary process or to overturn the decision of the Principal.

The decision by the Principal to suspend a student requires serious grounds such as the following examples, which are not exhaustive:

- The student's behaviour has had a seriously detrimental effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to health and/or safety
- The student is responsible for serious damage to property

A single incident of serious misconduct may be grounds for suspension

Forms of suspension may include:

- Immediate suspension
- Suspension during a state examination
- Automatic suspension

The decision by the Principal to recommend the expulsion of a student requires serious grounds such as the following examples, which are not exhaustive:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The student's continued presence in the school constitutes a real and significant threat to health, welfare safety of members of the school community
- The student is responsible for serious damage to property

A single incident of serious misconduct may be grounds for expulsion.

There may be exceptional circumstances where the Board of Management on the recommendation of the Principal forms the opinion that a student should be expelled for a

first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include, but is not exhaustive:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs/substances to others in the school
- sexual assault

Notification of suspension/expulsion will be communicated in writing to the student's parent/legal guardian. All notification of suspensions/expulsions will be administered and managed formally in writing. Notification of expulsion will be communicated in writing to the Educational Welfare Officer and the NEWB.

The Appeals Process – to the Board of Management

Following a suspension/expulsion, an appeal may be made to the Chair of the Board of Management, through the Secretary of the Board of Management, within ten working days from the date of issue of the decision of the Principal and the appellant shall submit to the Secretary of the Board of Management in writing, the grounds for appeal. The date of issue of the said decision shall be the date on which the decision is posted to the Parent/Guardian of the student at the student's address as appears on the school's register of students, or the date on which the said decision is handed to the student.

An appeal against the penalty imposed may be made on the grounds of extenuating circumstances. An appellant shall be entitled, if he/she so requests it, to make additional verbal representations before the Board of Management.

A copy of the appellant's grounds of appeal including the appellant's submission, if any, shall be provided to the Board of Management along with a copy of the relevant record of the Subject Teacher/Class Tutor/Year Head/Pastoral Care Coordinator/Deputy Principal/Principal. The appellant and the original complainant(s) may make oral submissions to the Board of Management.

Where, in the opinion of the Board of Management, the requirements of natural justice so dictate, the Board of Management may consider evidence which was not tendered at the hearing before the Subject Teacher/Class Tutor/Year Head/Pastoral Care Coordinator/Deputy Principal/Principal but provided always that the intention to adduce such fresh evidence has been notified to the students(s) or to the original complainant(s) as the case may be, in time sufficient to enable the students(s) or the complainant(s) to consider properly the fresh evidence and to deal with it adequately at the hearing of the appeal.

The Board of Management may:

- allow the appeal
- decrease or increase the penalty, or vary the nature of the penalty
- reject the appeal

The determination of the Board shall be formally communicated in writing to the student(s) and copied to the Principal as deemed appropriate by the Board of Management.

Specific examples of breaches of the Code of Conduct

Without affecting the generality of the above, the following identifies some specific examples of breaches of this Code:

- Obstruction/disruption of members of the school staff, agents of the school or other students in the performance of their duties
- Obstruction/disruption of any other student in the normal pursuit of his/her course of study
- Any violence or threats of violence or any abuse, either physical or verbal
- Any bullying or harassment or any discrimination on the grounds of gender, marital status, family status, sexual orientation, religious belief, age, disability, race, colour, nationality or ethnic or national origin, membership of the Traveller community or perceived political belief or affiliation
- Any bullying behaviour, on any grounds, will be dealt with in accordance with the school anti-bullying policy
- Any behaviour that endangers the welfare of the individual or others
- Making derogatory comments or allegations against a member of staff or other student either in person or utilising electronic media such as e-mail or social networking sites
- Conduct likely to disrupt teaching, learning, examinations, study, research, or administration of the school
- Failure to comply with any reasonable oral or written, individual or collective instruction(s) given by any employee or agent of the school in the execution of their duties
- Abuse of alcohol or other substances on the school campus
- Smoking in school buildings or on the school campus in contravention of the Public Health Tobacco Act 2002, Section 47 (as amended) and the Tobacco Smoking (Prohibition) Regulations 2003. The use of nicotine propellants (including e-cigarettes) is also prohibited on the school campus
- Interference with the school's safety equipment, fire-fighting equipment, security systems or alarm systems
- Damage, defacement, theft, misuse or use without authorisation of any equipment or property belonging to the Institute or the private property of an individual member of the Institute community
- Student behaviour in the wider community reflects on the school and in particular, students are obliged to behave in a manner that will not bring the school into disrepute when outside the precincts of the school. This includes, but is not limited to, a student's work placement, field work or trips
- Any behaviour that could damage the good name or standing of the school
- If a student is the subject of a criminal investigation or has criminal proceedings pending against him/her or has been found to have committed a criminal offence, the school may initiate, proceed with and/or suspend a disciplinary procedure as seems appropriate to it.
In such circumstances, it may also suspend the student in accordance with the procedure as laid down below pending the outcome of the criminal process and/or the disciplinary procedure

Sanctions used by the school

When students are in breach of the Code of Conduct, sanctions may be imposed. Parents are advised of sanctions by phone and/or in writing or by a note in journal. The following is an alphabetic list of sample sanctions used in the school, and who is responsible for **implementing** these. This list is **not** exhaustive.

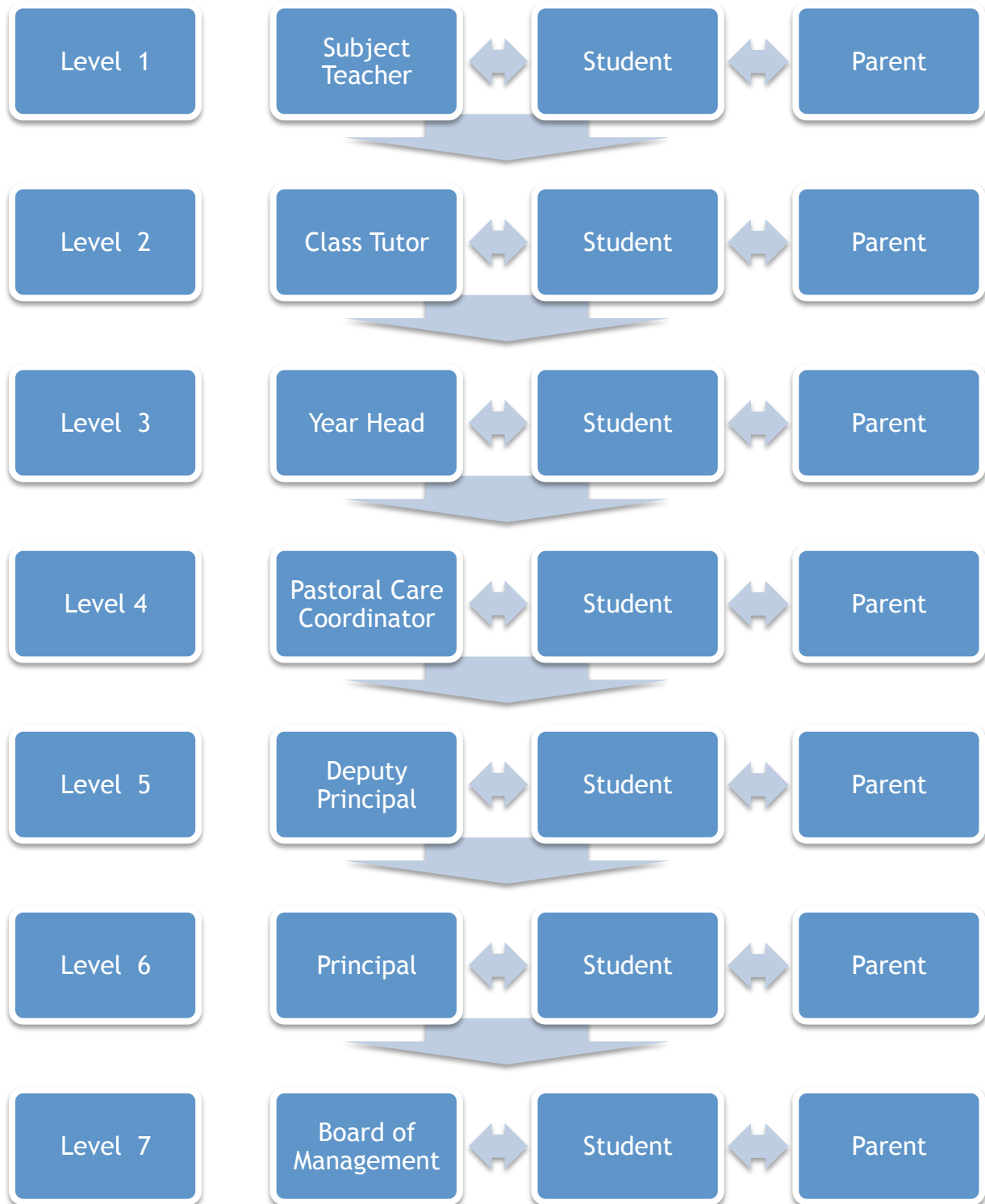
- Additional school work – all staff
- Apology – all staff
- Communication with parents/guardians – all staff
- Community Work within school grounds – Year Head
- Confiscations – Year Head
- Evening detention – all staff, subject to approval from the Year Head
- Exclusion from extra curricular activities – Year Head, subject to approval from the Principal
- Expulsion (i.e. that his/her/their name(s) be removed from the books of the Institute and that he/she/they be barred from the school premises permanently) – Principal (reported to the Board of Management, open to Appeal Process)
- Loss of privileges – Year Head
- Lunchtime detention – all staff, subject to approval from the Year Head
- Reasoning with student – all staff
- Reprimand or verbal warning Reprimand (a formal reprimand, with a warning that the present breach will be taken into consideration if a further breach of the Code is subsequently established) – all staff
- Request to re-register/re-enrol – Principal (reported to the Board of Management)
- Suspension for a stated period or disbarment from certain activities or suspension from the school until he/she/they has/have complied with the requirements laid down – Principal (reported to the Board of Management, open to Appeal Process)
- Time-back – all staff
- Weekly report cards – Year Head

It is Carlow Vocational School's policy that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents/guardians and the school, and not subject to discussion with other parties, whether involved or not in the matter.

In addition to any penalty or discharge, an order may be made requiring the payment of debt, damage or compensation under the further penalty of suspension or expulsion.

Figure 1

Code of Conduct – Structure and Relationships
Ladder of Referral



Rules and Regulations of the School

The purposeful operation of the school's code of conduct is underpinned by rules and regulations that clearly set out those behaviours that are encouraged as conducive to a positive and safe learning environment. This list also defines those behaviours and actions that are unacceptable in this respect. This list is not exhaustive, and is subject to periodic updates.

General Regulations/Rules

It is incumbent on all students to ensure they are familiar with the regulations applicable at any given time. Regulations currently in place include:

1. Students must follow all appropriate instructions given by teachers and school staff
2. Students must have their school journal in their possession and be prepared to present the journal to teachers if requested
3. Students are required to conduct themselves in a quiet and orderly manner at all times in the school
4. Students must always be courteous and mannerly towards each other, all teachers, all school employees and school visitors
5. Punctuality is required for school each morning and afternoon, for all classes, for every appointment and games
6. Students must be fully prepared for class with school journals, books, copies, pens and any specialised materials required. Students are to have class materials for the first three classes at morning assembly. Students should visit the locker rooms at first break to get class materials for 4th, 5th and 6th classes and again during lunch time and bring to assembly class materials for the last 3 classes. N.B. It is against the school rules to visit the locker room at other times to get school materials unless the students have written permission from their subject teacher in their journal to do so.
7. Students to come to class in full uniform and no additional outer clothing may be worn in class
8. Mobile phones must be **switched off**, as opposed to 'on in silent mode', during class time. If use of a mobile phone is evident in class it will be confiscated. Confiscated mobile phones/items will only be returned directly to parent/guardian after one week (7 days) for the first offence, one month for the second and thereafter at the end of the school year
9. All recording/listening/photographic devices are strictly banned in class/study
10. Smoking is expressly prohibited throughout the school premises and grounds with no exceptions, in accordance with current legislation. The use of nicotine propellants (including e-cigarettes) is also prohibited on the school campus

11. Where a student is perceived to be involved in an incident of substance misuse he/she will be removed from class pending further investigation in accordance with the relevant school policy
12. Students that damage any school property, including their journal, may be held responsible with their parents/guardians for the cost of repairs/replacement. Students and parents should familiarise themselves with the conditions relating to the Book Rental Scheme detailed in that policy
13. Students must walk in an orderly way between classrooms including use of the stairs as directed. Disorderly behaviour is not permitted on the school premises
14. All litter must be put in the bins provided – students should not litter
15. Students must not interfere with safety equipment or fire alarm systems
16. Lighters, lighter fuel, matches, substances of a flammable nature and lasers are prohibited
17. The wearing of jewellery is limited. Health and Safety regulations must be respected. Body piercings are not permitted with the exception of one pair of stud earrings
18. Make-up is limited to senior students only and must be worn discreetly
19. The Institute of Technology grounds are out of bounds and students should not enter the building or grounds at any time
20. Students are expected to remain within indicated recreation areas

Attendance and Punctuality

1. Students must attend school every day and be on time for all classes. Students must attend punctually at morning and afternoon assembly
2. If a student is absent for a day(s), he/she must bring an absence note from the Student Journal dated and signed by a parent/guardian, or submit a doctor's certificate. NOTE: Educational Welfare Officers have the role of ensuring that students attend school regularly and when a student is absent that the reasons for absence(s) is given to the school. The school is subject to the Educational Welfare Act and co-operates with the NEWB on all matters of school attendance as required by the law
3. Students must not leave the school boundaries without permission from the Principal, the Deputy Principal or Year Head
4. If a student needs to leave school for any reason during the day (e.g. to attend an appointment), their parent/guardian must advise the school of the reason for the withdrawal, **and must sign the student out**. Withdrawal from school during the day is reported to the NEWB as required by the Educational Welfare Act (2005)

5. Students that are feeling sick, have hurt themselves or have been injured in any way, should contact a member of staff immediately. Students should seek help from school staff before making contact with Parent/Guardian. School staff will contact parents/guardians as necessary
6. Parents/guardians should contact the school at the reception in person, or main office by phone, should they need to contact their child during the day. Parents/guardians should not call/text students during school time

Assembly Regulations

1. Students are to report to assigned rooms for all assemblies
2. Students are to be in full uniform at all times. All other clothing including jackets, coats, scarves and hats should be left in your locker. Students should note that personal items (including bags and clothing), should be locked in their locker if not in use
3. Students are to be on time – and should arrive at school a minimum of 10 minutes before assembly commences
4. Students are to have class materials for the first three classes at morning assembly. Students may visit the locker rooms at first break to get class materials for 4th, 5th and 6th classes and again during lunch time and bring to assembly class materials for the last 3 classes. N.B. - it is against the school rules to visit the locker room at other times to get school materials unless you have written permission in the journal to do so, and this should be in exceptional circumstances.
5. Each class has been given its own room/area for assembly to allow the roll to be called quickly and efficiently.
6. Important information for specific classes is often given at assemblies, therefore it is essential that students attend for morning and afternoon assembly
7. During roll call students are to simply say ‘Yes’ or ‘Present’ when their name is called. If a student doesn’t respond, he/she will be marked absent or late as the case may be and a truancy call may be made to home
8. If a students is late arriving to school, he/she must sign the late book at reception, and explain the reason for lateness. Detention will be given for repeated lates, or for being late without a reasonable excuse
9. Absence slips and notes to/from parents/guardians should be handed up at assembly. If a students has been absent it is their responsibility to remind their parent/guardian to write a note
10. The normal classroom rules apply during assembly
11. Students are not permitted to leave assembly until accompanied by their subject teacher

Classroom Rules

1. Students are to be on time for every class. Students who are late will be subject to interventions, supports or sanctions as appropriate
2. Students are to follow their teachers' instructions at all times
3. Students must enter rooms in an orderly fashion and sit in the seats assigned by the teacher
4. In the interest of safety no student is allowed to use any machine, equipment or other facility unless the teacher is present in the classroom and the student has permission or is instructed to do so
5. Students must come to class properly prepared for the subject. Students are to have all books, equipment and the Student Journal on your desk for class. Students must participate in the work of the class at all times
6. All homework must be completed and presented to the teacher on time. Students are to use the Student Journal to record homework and notes
7. Students to show respect to the teacher and their class mates – students are to listen to the teacher and raise a hand before speaking
8. Students will not be allowed to leave the room during class time except in exceptional circumstances. The student journal must be signed by the subject teacher to explain why the student is out of class, and the time of absence and return to class should be noted. It is the responsibility of the student to have the journal signed and to produce it to supervising staff when asked
9. Keep the classroom neat and tidy and leave the classroom clean and tidy at the end of every class
10. Students must not eat, drink or chew gum during class

The observance of the Code of Conduct and these Rules and Regulations, so far as it applies to the individual student, is his/her personal responsibility.

Success Criteria for the Pastoral Care Policy

The following indicators will be used to gauge the effectiveness of the Pastoral Care Policy:

1. Positive and supportive relationships between all members of the school community
2. Carlow Vocational School sustains a school environment that is warm, caring and inclusive, evidenced by good attendance, participation, retention and achievement
3. Challenges, both individual and collective, are identified and then met with appropriate actions and positive outcomes result
4. Consistently applied procedures in relation to discipline, attendance, punctuality, counselling etc.

Monitoring Procedures

The Pastoral Care Coordinator is responsible for ensuring, monitoring and evaluating the implementation and effectiveness of the policy. The Pastoral Care Coordinator evaluates the policy through consultation with staff, students and parents as to its effectiveness in meeting its stated aims. The Pastoral Care Coordinator makes a written report available to the Principal annually.

Review Procedures

The Pastoral Care Team will review the policy on a five-year cycle to evaluate its effectiveness and to ascertain what, if any, changes are necessary. This review will be led by the Pastoral Care Coordinator and reported to the Principal.

Timeframe

This policy was reviewed in during the academic year of 2013 - 2014
Modifications were made and ratified by Board of Management in September 2014.
Published and circulated September 2014.

The above Policy was ratified by the Board of Management of Carlow Vocational School at a meeting

In: _____ (venue) On: _____ (date)

Signed: _____ Date: _____
(Chairperson, Board of Management)

Signed: _____ Date: _____
(Secretary, Board of Management)