

CTI Clonmel



Raheen College & Gaelcholáiste Chéitinn



January 2026 Code of Positive Behaviour Policy



Policy Area	Schools
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Policy Drafted by	Central Technical Institute Clonmel
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CTI Clonmel Mission Statement

The role of our school is to facilitate the students of Clonmel and its environs in the acquisition of general and specialised education. CTI Clonmel is under the patronage of Tipperary Education and Training Board. ETB schools are state, co-educational, multid denominational schools underpinned by the core values of:

- Excellence
- Care
- Equality
- Community
- Respect

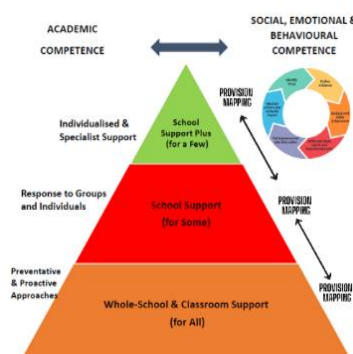


CTI Clonmel provides students with equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our school strives to provide all students with equal opportunities to engage with the curriculum and school life. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our school

- provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society
- promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff
- prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values
- treats equally students of all religions and beliefs. The school environment and activities do not privilege any group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

In CTI, SSE/DEIS planning underpins how we identify needs, meet those needs and monitor and record student outcomes, in conjunction with the continuum of student support (diagram on the right).

All policies are formulated around Child Protection & Safeguarding procedures using the school's Student Safeguarding Statement, the Child Protection Procedures for Primary and Post-Primary Schools (revised 2025), the Children First Act 2015 and the Teaching Council's Code of Conduct (2016).



The code of positive behaviour for CTI Clonmel is based around the principle of being part of a school community, while incorporating the core values of the school. This message is represented by the following diagram and can be traced throughout the entire code of positive behaviour.



1.0 Introduction

Attendance at the Central Technical Institute (CTI) Clonmel, including Raheen College and Gaelcholáiste Chéitinn, implies that the parents/guardians and the student have read the Code of Positive Behaviour. By filling out the school application form, they have confirmed in writing, their agreement to the Code of Behaviour, and that they will make every effort to comply with this code. This written confirmation is the contract between the parent/guardian, student and the school.

Important Notice:

It is a fundamental requirement that our students adhere to the Code of Positive Behaviour and further requires that no action of a student in or out of school would damage the reputation of the school. This Code of Positive Behaviour is subject to review and revision on an on-going basis.

1.1 Rationale

As part of our ongoing and long-standing commitment to improving our school, and in compliance with the requirements to do so by National Educational Welfare Board, we have embarked on reviewing our Code of Positive Behaviour to renew its spirit and to emphasise its positive nature.

The rationale for our school's Code of Positive Behaviour is to support each member of the school community to take responsibility for his/her own behaviour, so that all members of the community can flourish and grow, learn and teach in an environment and atmosphere that is characterised and infused by a spirit of caring, inclusion and friendliness.

The emphasis is on positivity since human beings respond best to positive affirmation and are more inclined to be the best they can be as a response to such affirmation. Misbehaviour, then, to a huge extent, is a response to unmet needs and must be understood in this context. Accordingly, any form of consequences imposed must take this into account.

Education, as we see it, in our school, is everyone's business as it involves everything that living itself involves. This is the philosophy which governs our Code of Positive Behaviour. This COPB is, therefore, very specific to our school. It distils our Mission Statement, capturing and retaining its essence, to make it accessible to the entire school community. The emphasis of our COPB is on fostering positive student teacher relationships since learning can only take place where such relationships, based on trust, respect and genuine mutuality, exist. Embracing student voice and promoting student well-being, by determining exactly what students expect from us and what we, as school staff, expect from students, is key to the implementation of our COPB.

To ensure a shared vision of our Code of Positive Behaviour, a handbook for staff, drafted by staff after much discussion, consultation and reflection has been compiled to:

- Emphasise the importance and centrality of good, trusting student teacher relationships.
- Explore positive classroom management strategies.
- Set out positive classroom's rules and expectations.
- Raise awareness of misbehaviours
- Highlight positive recognition that students will receive for following the rules.
- Outline a Code of Positive Behaviour action plan that students must follow at all times.
- Stress the importance of implementing logical consequences when rules are breached.

As a school, we believe that students learn best by experiencing the results of their behaviour. The objective of the Code of Positive Behaviour is to guide students towards self-control and self-discipline, to help them see what should and should not be done, and finally, towards taking responsibility for whatever choice they make. All consequences, accordingly, must be related to the misbehaviour, must be respectful of both self and the student while at the same time being both firm and kind. Finally, every consequence must be reasonable so that it is understandable to both the student and the adult.

1.2 Student Well Being

The Be Well Programme

In conjunction with our mission statement, our school also implements a wellbeing initiative called “Be Well”. Student wellbeing and behaviour are intrinsically linked, therefore our Be Well initiative and the core values of Ethos are embedded in our Code of Positive Behaviour. This initiative is also intended to help students recognise the indicators of wellbeing; Being active, Responsible, Connected, Resilient, Respected and Aware.

This programme asks students to:



2.0 School Charter of Rights and Responsibilities

All stakeholders in CTI Clonmel have rights and responsibilities within the school.

2.1 Student Rights & Responsibilities

Student Rights

- To receive the highest standard of education to meet the individual needs of students.
- To be safe and secure in a non-bullying environment
- To be treated with respect
- To be taught in a clean and orderly environment
- To have access to all areas of the curriculum, subject to available resources
- To have classes start punctually and have lessons that are well prepared.
- To be assessed regularly, through homework and tests
- To have access to extra-curricular activities
- To have property treated with respect.
- To have a right to be heard and be recognised as active citizens.

Student Responsibilities

- To be well behaved both inside and outside the school and obey school rules.
- To work hard in class and cooperate with teachers and other school staff
- To treat everyone with respect
- To work to the best of your ability at all homework and assessments
- To arrive punctually, be prepared for class and not interrupt the teaching of the lesson.
- To wear the correct uniform and take care of property.
- To aim to take part in extracurricular activities.
- To not bully verbally, or through text, internet and/or exclusion.
- To use language and materials that are appropriate and inoffensive.
- To support the school in implementing the Code of Positive Behaviour.
- To attend meetings organised by the school.

2.2 Teachers and staff Rights & Responsibilities

Teachers and staff rights

- To work in a clean, attractive and safe environment free from verbal, physical abuse or intimidation.
- To be allowed to teach without interruption or disruption.
- To be kept up to date about changes and developments as they occur.

- To have fair and equal access to staff development
- To be treated in a professional manner by all colleagues
- To be supported by management while carrying out their duties
- To be supported in the delivery of the curriculum
- To have adequate resources to deliver the curriculum effectively.
- To have adequate time to carry out professional duties.
- To have personal welfare issues dealt with in a sensitive and confidential manner.
- To have a right to be heard

Teachers and staff responsibilities

- To prepare effective teaching resources
- To keep up to date with educational changes and developments.
- To treat all students, staff and parents/guardians in a professional manner.
- To promote a caring environment for all.
- To support management in the implementation of decisions.
- To be familiar with and implement school policies.
- To create and implement a set of classroom rules in line with the schools Code of Positive Behaviour.
- To consistently and fairly implement classroom management strategies outlined with the Teacher Code of Positive Behaviour Handbook.
- To support a clean, safe and attractive work environment.

2.3 Parents/Guardians Rights & Responsibilities

Parents and guardians rights

- To have access to the relevant school policies and guidelines
- To have access to information about your child
- To feel confident in sharing issues or concerns about your child and learning
- To have your child spoken to in a professional and controlled manner
- To participate in the Parents Association
- To have a right to be heard

Parents and guardians responsibilities

- To support this code of positive behaviour and all school policies
- To encourage and support your children by showing interest in their work and school life.

- To praise your child's efforts
- To provide space and time for your child to do their homework.
- To support the wearing of the school uniform
- To keep up to date with the school journal
- To monitor your child's use of mobile phones, the internet and all social media.
- To ensure your child attends regularly and punctually and collect their child from school when requested
- To attend meetings organised by the school.
- To support your child by attending meetings/concerts/activities/awards etc.
- To listen to both school and child when a problem arises
- To inform the school of any change of circumstances
- To inform the school of any change in contact details
- To always support the school positively
- To only communicate with your child during the school day through the office

3.0 Code of Positive Behaviour

Good conduct and behaviour are expected of all our students for the following reasons:

- To ensure that the work of teaching and learning can proceed effectively for everyone's benefit in our classes and school community.
- To help students make better and more responsible choices regarding their behaviour.
- To promote order, safety, fairness, justice and harmony for all members of our school community.

3.1 School Rules & Expectations

In CTI Clonmel, we expect our students to encompass the core values of our school by adhering to the following set of rules and expectations, as shown in the diagram here.



BE WELL INITIATIVE	CORE VALUES OF ETHOS
<i>Be Respectful</i>	<i>Respect / Equality</i>
This means	Because
That you respect the instruction of your teachers and all other school staff	This helps everyone to be safe and succeed in school
That you are courteous and respectful to everyone in the school;	Everyone is entitled to this; you like to be treated this way too;
That it applies especially when teachers and other staff accompany you on trips	It makes the outing more enjoyable for all.
That you treat visitors to the school and classroom with respect.	You like to be made welcome and to be treated politely when you are a visitor.
That you have respect and consideration for other students.	That is the right of every individual in the school.
That you don't disturb the class;	It is unfair to others who wish to learn;
That you respect the property of others.	You would expect the same.

BE WELL INITIATIVE	CORE VALUES OF ETHOS
<i>Be Responsible</i>	<i>Respect</i>
This means	Because
That you are tidy and careful with school property. Don't break, damage or deface it.	Others have to use it, and it is expensive to replace and repair it;
When using equipment or books, returning them tidily after class;	This facilitates other users;
You must not tamper with fire alarms/electrical equipment/sockets etc	It is an extremely dangerous offence as it endangers the safety of other students and staff and your own safety
That you take good care of the locker which you have rented i.e., use it to store schoolbooks and school related equipment only. Other than when wearing it outside during break- times, your coat/jacket/non-school jumper must be kept in your locker during the school day	You have this locker on loan. A condition of this loan is that in the interests of student welfare and on health and safety grounds, your locker may be opened, and its contents inspected by the Principal at any time without notice to you OR consent from you.
That you take care of your schoolbag and other property;	It is yours and you are responsible for it.
If you miss school, you must bring in a note in your diary or a doctor's certificate;	The school is entitled to an explanation from your parents or guardian; attendance matters; the law requires it.
Lockers are only allowed to be used before first class, at break time, at lunch time and at the end of the school day.	Going to lockers at other times impacts on your class time.
If you must leave school during the day, you get permission from Principal/ Deputy	The school is responsible for you during the day and therefore we must know where you are always.

Principal and sign out, on returning to school you sign in;	
If you are unavoidably late, you bring a note signed by your parent or guardian;	This is the courteous thing to do.

BE WELL INITIATIVE	CORE VALUES OF ETHOS
<i>Belong</i>	<i>Community</i>
This means	Because
That you come to school in full uniform. (See uniform policy: Section 3.2)	Wearing the full school uniform signifies that you are a part of our school community.
Taking pride in the appearance of the school and avoiding litter;	It is your social responsibility to do so.
Be helpful and treat others with good manners and respect;	Like you, they are entitled to this;
That you bring your P. E. gear.	It allows you to take part in sports without ruining your uniform.
Taking your break in the manner and area specified;	This helps everybody to enjoy his/her break and helps to keep the school clean and tidy.
That you get your diary signed weekly by your parent(s)/guardian and class teacher.	It lets your parent(s)/guardian see how you are getting on in your school life.
Look after each other	You all share the same school. We are one community.
Follow the classroom rules set out by your teacher (see also Section 3.3)	These allow you to participate in your lessons in a positive way.
Follow the Corridor Charter (Section 3.4)	Doing so makes life pleasant and safe for everyone in.

BE WELL INITIATIVE	CORE VALUES OF ETHOS
<i>Be a Worker</i>	<i>Excellence</i>
This means	Because
That you come to school every day and arrive on time unless it is absolutely unavoidable	Time missed is too hard to make up;
Respect your teacher and your classmates by arriving on time for all classes.	It wastes your time, the teachers time and class time if you are late.
That you bring your school bag into school each morning and take it home with you after school each afternoon.	It helps you to organize books needed for class and enables you to do your homework and study;
That you come in properly prepared for your subjects. Have the proper books, copies, pens, school diary etc.	It wastes time if you haven't got them, and it hinders your education.

• That you bring any special equipment needed, e.g., calculator etc.	• It is impossible to do the subject without it.
• That you carry your equipment in a schoolbag;	• It prevents loss and keeps books from becoming tattered;
• That you bring your bag and diary to every class. You always carry your diary and take down your homework into it.	• This helps you be prepared for class, record your homework and helps you to remember what you have to do to be prepared for your next class.
• That you always do your homework each night, written or oral.	• It is a back up to the work done in class; it helps you to easily recall material when needed; it helps you to understand the bigger picture in a subject
• That you listen to your teachers;	• The teacher is trying to help you;
• That you follow the classroom rules (see section 3.3);	• They help everyone to learn to the best of their ability;
• That you do your best to work, both in class and at your homework.	• By doing your best you can achieve your potential.

BE WELL INITIATIVE	CORE VALUES OF ETHOS
<i>Be Well</i>	<i>Care</i>
This means	Because
• That you wear raingear coming to school in wet weather;	• It avoids sitting in wet clothes or missing class;
• Mobile phones or other electronic devices etc. must be switched off in class. (See Section 3.7)	• They interfere with your concentration and can interfere with the progress of a lesson.
• Don't push or shove your way around	• This too can lead to accident or injury;
• No picking on or bullying others;	• This causes fear, hurt and misery;
• No fighting;	• It can cause serious injury;
• No smoking/Vaping in or near the school;	• It is illegal, unhealthy and dangerous to do so; it contravenes the anti -smoking legislation enacted in 2004;
• That the possession, purchase, consumption of, or dealing in illegal or addictive substances is totally forbidden;	• It is illegal, unhealthy and dangerous to do so
• Snacking is confined to break-time only, chewing gum is forbidden;	• It avoids interfering with learning and prevents litter;
• That you do not drive/park your car or motorbike in the school grounds	• It is forbidden for health and safety reasons to do so
• If you have any concern about yourself or another student talk to a member of staff or a member of the School Completion Team	• By discussing the issue with someone else action can be taken.

3.2 Uniform Policy

Our uniform identifies each student as a member of CTI Clonmel within our school and wider community; it should be worn correctly and with pride. All clothing should be clean, neat and tidy. Parents and students are expected to ensure that the uniform is always prepared the night before for the following school day. This means ensuring that the uniform is clean and presentable.

Take pride in how you wear your school uniform. By doing so, you enhance your self-respect and dignity. You are reminded, that your conduct on the way to and from school, when out at lunchtime, on school outings, when on work experience or when representing the school, is as important as within school. Any misbehaviour while in school uniform which brings the school into disrepute will be treated most seriously and will be acted upon by the Principal/Deputy Principal.

Uniform Rules

- The uniform must be worn in the school, to official school day trips and on formal school occasions.
- Full school uniform of Jumper, Shirt, Pants/Skirt and Black Shoes/**ALL** Black Runners must be worn daily.
- Changing out of uniform is not permitted unless authorised.
- White laces are not allowed.
- Where students are going on excursions where they are representing the school, (e.g., matches, debates, drama trips) students not in full uniform (incl. PE uniform) will not be permitted to join the group.
- We have the right to ask students to remove jewellery if it considered to be a health and safety risk.
- All school uniforms can be purchased at:

***Uniform World,
Ard na Gaoithe Business Park,
Cashel Road, Clonmel, Co. Tipperary***

- Gaelcholáiste Sports Uniform can be purchased:

***O'Reilly's,
Suir Island,
Clonmel, Co. Tipperary.***

Raheen College School Uniform	
Uniform	PE Uniform (Unisex)
Navy blue round neck Jumper with school crest	Navy and blue half-zip top with school crest
White shirt	White polo shirt
Grey trousers or Grey pleated knee length skirt	Plain navy ends (no leggings or stripes/logos)
Black Shoes (max. heel height 1"/25 mm)/ ALL Black Runners	ALL black runners.
Navy school jacket with school crest to be worn at all times	

Gaelcholáiste Chéitinn School Uniform	
Uniform	PE Uniform (Unisex)
Green Round Neck Jumper with school crest	Black and green half zip top with gold stripes and school crest
White shirt	School crested t-shirt
Black Trousers or Black pleated knee length skirt	Black ends with green stripes and school crest (no leggings)
Black Shoes (max. heel height 1"/25 mm)/ ALL Black Runners	ALL black runners.
Black school jacket with school crest to be worn at all times.	

PLEASE NOTE: Where correct uniform is not worn, the school will insist that students wear a uniform supplied by the school for that particular day. Persistent failure to wear full uniform, which includes black shoes, will incur the further sanction of detention. The school reserves the right to send students home who persistently fail to wear the correct uniform.

Uniform for P.E or Activities

Please see the above tables for our full PE / Activities uniform. This is the only PE uniform applicable to timetabled PE classes or under the direction/request of the school for any school activities. The school uniform and other property should be labelled to help its recovery if lost.

3.3 Classroom Rules & Expectations

In the classroom you are expected to follow your teacher's instructions. This means:

Be Respectful <i>Respect / Equality</i>	- Do not disturb the class. Allow everyone to learn. - Listen ---- One voice only at a time. - Wait your turn. Raise your hand to speak.
Be Responsible <i>Respect</i>	- Always bring your bag and school diary to class. - Bring the books, copies, pens etc. that you require to each class every day. - Always ensure that appropriate school devices i.e., laptops, are fully charged for the start of each day.
Belong <i>Community</i>	- Keep the classroom tidy. - Follow the agreed class rules and consequences.
Be a Worker <i>Excellence</i>	- Be on time for class. - Do your best to work both in class and at your homework. - Sit and remain seated in your place. Where you sit is decided by your teacher. - At the end of each class, put your chair on the table and make sure that you leave the place you occupied tidy. Leave the room quietly when your teacher gives you permission.
Be Well <i>Care</i>	- Mobile phones must be switched off in class at all times. - Follow all rules relating to Health and Safety in classes, in school building/grounds and on all school activities.

PLEASE NOTE: Each subject teacher will draw up a list of agreed class rules and consequences in line with the schools Code of Positive Behaviour with their students to ensure appropriate teaching and learning can take place. In practical subject classrooms your teacher will insist upon other rules to ensure the safety of everybody, and it is vital than you always comply fully and promptly with these.

3.4 Corridor Charter

Be Respectful <i>Respect / Equality</i>	- Cooperate with the directives of all the staff in the school - Help visitors to the school to find their way
Be Responsible <i>Respect</i>	- Keep the corridors free of bags - Walk in an orderly way between rooms along specified routes - Enter and exit the school through the designated student doors - For Health & Safety reasons, students should be aware of the presence of CCTV within the school grounds.

Belong <i>Community</i>	• Use the litter bins to keep the school environment tidy, neat and clean • Wait quietly in line before entering classrooms
Be a Worker <i>Excellence</i>	• Have your bag and all the equipment you need with you when entering and leaving class • Always be courteous, considerate, caring and aware of others
Be Well <i>Care</i>	• When recreation is taken indoors, due to bad weather, avoid horseplay and excessive noise • Be aware of the danger to others of bags held, without care, at shoulder level

3.5 Homework

Homework includes written work, oral work, reading, project work, study/revision of material taught in class each day, each week and each term.

Students are advised to try to do their homework:

- At a fixed, definite time each day.
- As soon as is realistically possible after arriving home from school.
- In a warm, well lit, quiet room, with no distractions from television, mobile phone, radio, internet, other people etc.
- On the night it is given.

3.6 No Place for Bullying

Each student is entitled to an education free from fear and intimidation. Bullying, which is an act of aggression causing embarrassment, misery, physical or emotional hurt or discomfort to another person, is **not** tolerated in our school. CTI Clonmel holds it as a core value that each student has the fundamental right to be him/herself and the clear responsibility and obligation to treat others as s/he would wish to be treated.

If you are being bullied, physically, verbally or online or via your mobile phone, you must tell a teacher, an SNA, the Principal or Deputy Principal or one of the SCP team and we will treat what you tell us in confidence. If you see another student being bullied, tell someone working in the school or on the SCP team. Be assured that the bully/bullies will be dealt with in accordance with the school's 'Policy on Bullying'.

Please Note: A copy of our schools Bí Cineálta (Anti Bullying) Policy may be had on request from the Principals office or can be accessed on our school website.

3.7 Mobile Phones

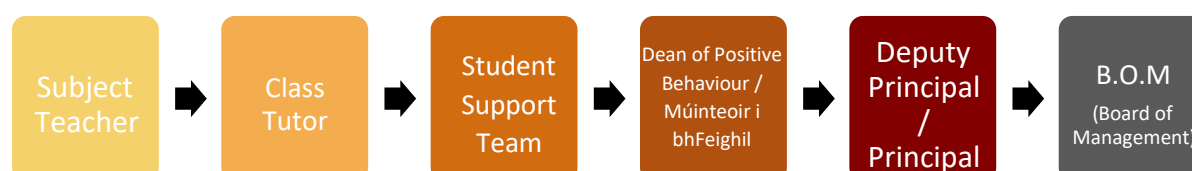
A copy of the schools Mobile Phone Policy may be had on request from the Principal's/school office or can be accessed on our school website. Students and their Parents/Guardians must agree to these terms when signing the school enrolment form/will be expected to sign their agreement to abide by the terms of this policy at the start of the school year.

3.8 Junior Cycle Book Scheme and Stationary Provision

A copy of the schools Junior Cycle Book Scheme and Stationary Provision Policy may be had on request from the Principal's/school office or can be accessed on our school website. Students and their Parents/Guardians must agree to these terms when signing the school enrolment form/will be expected to sign their agreement to abide by the terms of this policy at the start of the school year.

4.0 Implementation of the Code of Positive Behaviour

The implementation of the consequences for breaching the code of positive behaviour works within a referral system in our school and is on a graduated basis, which will be described below.



4.1 Breaches of the code of positive behaviour

When a student infringes a classroom rule the teacher should respond immediately, using, for example, one of the consequences available to him/her (see section 4.4). Giving lines, extra homework or behavioural related essays are not regarded as appropriate consequences for breaches of the Code of Positive Behaviour on educational grounds.

Students may not, under any circumstances be put outside the classroom door, unless the teacher can guarantee his/her supervision by another member of the teaching staff for the entire duration of his/her dismissal from the classroom.

The Subject Teacher

- The Subject Teacher is the cornerstone of our disciplinary system. Each teacher shares, with other teachers, a common responsibility for implementing the Code of Behaviour within the school and the school grounds.
- S/he has the responsibility to establish a Classroom Behaviour Plan and to inform students of these rules, regulations and expectations. S/he has the right to impose appropriate consequences.
- S/he also has the right to expect support from the school management and from parents in implementing the plan. The Classroom Behaviour Plan is based on the norms of good behaviour set out in the school's Code of Positive Behaviour and states in clear terms what is required of the student within the classroom.
- As the rules in a practical subject area will take account of the requirements of safety, they will obviously vary from those applying in a non-practical subject area

Class Tutor

- Work with students is primarily in a pastoral care role.
- Consult with student's teachers, keep records of these consultations.
- To bring referral forms, where necessary to the Student Support team
- Check School Journals and communicate via Journal with home.
- Investigate minor incidents, ascertain which rules are infringed. Establish and deal with the facts. Impose appropriate sanctions in line with the Code of Positive Behaviour Policy.
- Regularly check inputs and comments in the student welfare Book to fulfil their Pastoral Care role and to bring behavioural issues to the Student Support team.
- Consult with Dean of Positive Behaviour, Múinteoir i bhFeighil, Deputy Principal, Principal when appropriate.

Student Support Team

- Assess student issues raised through inputs and comments in the student welfare books and from student referral forms
- Discuss items brought to the attention of the Student Support team by class tutors or subject teachers
- Recommend appropriate behaviour management strategies, whether academic or therapeutic
- Review student progress
- Review success or failure of implemented actions
- Consult with the Dean of Positive Behaviour, Múinteoir i bhFeighil, Deputy Principal, Principal where appropriate

Dean of Positive Behaviour / Múinteoir i bhFeighil

- To administer the On Report system.
- To track each student within the system.
- To maintain and file records of students who come within the ambit of the system.
- To liaise with staff, Principal and Deputy Principal, School Completion Programme and H.S.C.L.
- To oversee the rostering and implementation of the Detention system
- To prepare files and records for presentation to the Board of Management

Deputy Principal/Principal

- Consult with teachers.
- Consult with Principal
- Meet with parents and keep them informed of any behavioural problems.
- Withdraw students from class.
- Impose suspensions. Notify parents in writing. Notify E.W.O where applicable.
- Refer students for psychological or specialised help.
- Impose Permanent Card Sanction.
- Liaise with outside agencies e.g., Garda Síochána, Educational Welfare Officer

Principal

- The Principal has overall responsibility for the implementation of the Code of Positive Behaviour within the school. In the event of gross misbehaviour, the Board of Management empowers the Principal to sanction immediate suspension of the student pending discussion with all parties concerned – Student, Parents/Guardians, Support Services.
- Having due regard to best practice and interest of natural justice the Principal may have to act outside of this policy.

Board of Management

- Following due process, the Board of Management may decide to implement a consequence for a student who has been asked to present before them, up to and including expulsion.

4.2 Acknowledging & rewarding positive behaviour

Raheen College and Gaelcholáiste Chéitinn values, acknowledges, recognises, encourages, affirms, rewards and validates students' positive behaviour by, e.g. verbal praise to student, certificates, positive note/phone call to parents, positive reports to parents/guardians at parent teacher meetings, student awards, end of year awards, school trips.

Awards and Rewards	Encouragements and Acknowledgements
• Student newsletter • Parents' Newsletter • Website • Social Media • Students work exhibited around the school • PA Announcements • Assembly announcements • BOM Commendation awards during the year • End of Year Awards	• Quiet work of praise from teacher/tutor • Postcard home • Positive note in journal • Positive call/text home • Highlighting positives homework copy • Give jobs/responsibilities to students • Acknowledge efforts • Thank students at the end of class.

4.3 Consequences to breaches of the code of positive behaviour

The consequences to breaches of the code of positive behaviour focus on the unwanted behaviour of the student rather than on the student personally. Consequences are not intended to be punitive. They are scaled to match the misdemeanour. They enable students to experience the consequences of their misbehaviour and to make responsible and mature choices.

Consequences can be categorised as:

- Teacher led Consequences as listed in Section 4.4
- Mandatory Consequences as listed in Sections; 4.4 & 5.0.

4.4 Graduated system in responding to inappropriate behaviour

A. Low Level Inappropriate Behaviour Implemented by the: Subject teacher and Class Tutor	
Examples of Low Level Inappropriate Behaviour	Sample Interventions
• Tidying up before class is over • Talking out of turn • Not following instruction • Distracting others in class • Inappropriate language or comments • Not being in correct uniform • Littering • Not having class materials/journal • Inappropriate behaviour on corridors • Chewing gum/sweets/drinks • Late to class; morning/afternoon • No schoolbag/equipment • Moving from designated seat • Refusing to do classwork / homework	• Proximity to teacher • Quiet word/reminder • Change seating • Social skill reminder • Signal/gesture/look • Record misbehaviour in students journal • Humour • Role model/practice what is expected • Work sheet • Short detention by subject teacher • Note home to parent / guardian

Sample interventions/supports for low level inappropriate behaviour.
• SEN supports. • Tutor supports. • Induction programme – 1st year students • NBSS teacher • HSCL • SCP

During class if the student does not respond to the above sanctions and continues to repeat the behaviour, an objective description of the behaviour/s is recorded in the student welfare book for the Student Support Team weekly meeting.

B. Medium Level Inappropriate Behaviour Implemented by the Subject teacher, Class Tutor and Student Support Team	
Examples of Medium Level Inappropriate Behaviour	Sample Interventions
• Persistence in not wearing the correct school uniform • Continued engagement in low level behaviours following appropriate sanctions/supports • Disruption of teaching and learning • Persistent refusal to work • Absent from class. • Verbal and/or physical aggression • Unauthorised use of electronic devices/phones • Leaving class without permission • Bullying • Persistent lateness to class, between classes	• Continued application of low-level sanctions • Short duration detention • Temporary withdrawal to another class by agreement • Confiscation of device • Phone call to the parent/guardian • Behaviour monitoring by On Report White Card • Meeting with parent/guardian

Sample interventions/supports for medium level inappropriate behaviour.
• SEN supports. • Restorative approaches • Progress approaches • Student support services • Student behavioural plan – Behavioural Report Card • Parental Involvement • NBSS teacher • HSCL • SCP • SCP

The subject teacher consults with the Student Support Team regarding the supports and interventions available. These interventions are designed to help the students develop skills that should enable them to engage with learning.

C. High Level Inappropriate Behaviour Implemented by the Subject teacher, Class Tutor and Student Support Team	
Examples of High Level Inappropriate Behaviour	Sample Interventions
• Persisting engagement in medium level inappropriate behaviour • Fighting • Leaving school without permission • Theft • Verbal and/or physical aggression • Throwing an object likely to cause injury • Smoking, vaping - possession of vaping equipment on or near school • E-Cigarettes of any description are prohibited in school, on all school grounds and any school activities. They are also prohibited when a student is representing CTI Clonmel outside of school. • Possessing alcohol, possessing illicit substances • Being under the influence of alcohol or any illicit substance • Sending/posting offensive or inappropriate messages/images • Unresolved, persistent bullying	• Continued application of medium level sanctions • Progression through report card system via inputs into behaviour book and Student Support Team, white cards, yellow cards, detention • Suspension • Direct referral to Principal or Deputy Principal • Suspension meeting attended by the parent/guardian, student, Principal and Deputy Principal • Referral to the Board of Management • Progressions to Permanent (Red) Card, sanctioned in consultation with the Board of Management • Expulsion

Sample interventions/supports for high level inappropriate behaviour.
• SEN supports. • Restorative approaches • Progress approaches • Student support services • Student behavioural plan – Behavioural Report Card • Parental Involvement • NBSS teacher • HSCL • SCP

The subject teacher consults with the Student Support Team regarding the supports and interventions available. These interventions are designed to help the students develop skills that should enable them to engage with learning.

4.5 Detention

Detention takes place for 20 minutes of lunch time. Detention applies where:

- A pattern of lateness ensues as recorded in the Late Book and notice of such detention is given by the Dean of Positive Behaviour / Múinteoir i bhFeighil
- Low or medium inappropriate behaviour can result in a subject teacher issuing a short detention to student. This detention is supervised by the teacher.

4.6 Lateness

When late, a student must report to the office where a late note, specifying student's name, class and extent of the lateness, is issued. Lateness is recorded in the Late Book. Students who develop a pattern of lateness will be given detention (see section 4.5).

PLEASE NOTE: Parents will be notified if a pattern of lateness persists.

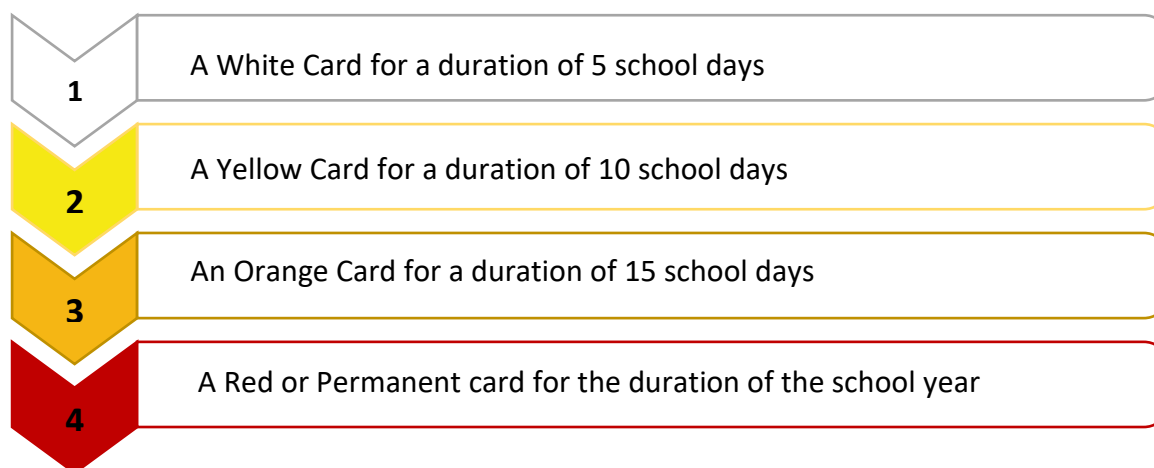
5.0 On Report Card System

A progressive and positive approach operates to identify and deal with students who breach the schools code of positive behaviour. Where a student infringes rules on a persistent basis, the On Report mechanism will apply. The rationale for putting a student On Report is to monitor his/her behaviour and afford him/her the opportunity to reflect on this inappropriate behaviour, and to make the choice to behave in accordance with the School's Code of Behaviour.

The "On Report" system is both a Pastoral Care and a corrective strategy. The student is provided with a card where behaviour is scored on a scale of 1 to 5, for each class over a set period of days. The subject teacher records the score and writes a factual description of the behaviour of the student in that class. A report card may focus on specific behaviours that a student needs to modify during the period of the card. A score of 25 out of 30 marks is required each day from Monday to Thursday and 20 out of 25 marks on a Friday to indicate that the student clearly understands what is required of him/her and demonstrates his/her capacity to modify behaviour accordingly.

The Principal / Dean of Positive Behaviour / Múinteoir i bhFeighil can extend the period of the relevant card where behaviour has not been sufficiently modified. The School Completion team, the HSCL and, if warranted, TUSLA may be involved to help the student with his/her difficulties. Students who continually display inappropriate behaviours despite the implementation of a report card, students will move onto the next card in the process.

The "On Report" system has four levels, as shown in the diagram below.



5.1 Consequences of being “On Report”

A student will be placed On Report by the Principal or Deputy on the recommendation of the Dean of Positive Behaviour or the Múinteoir i bhFeighil when:

- A pattern of misbehaviour is recorded in the Student Welfare Book including behaviours both inside and outside of the classroom
- An incident in breach of the Code of Positive Behaviour requires further monitoring of student behaviour

It is also important to note that:

- A student can be moved to the next card when no significant improvement in behaviour is evident after a student has been on a report card
- Any serious incident can result in a student being fast tracked to the Permanent Card (Red).

As previously described, the On Report Card system is a 4-step system with constant reviews in place.

While On Report, the student is required to:

- Achieve 25/30 marks on Monday – Thursday and 20/25 marks on Friday
- Students must present their On Report card at the end of each school day for review to the Dean of Positive Behaviour or Múinteoir i bhFeighil
- On completion of any stage of the On Report Card, and there are no further behavioural issues, the student comes off the On Report Card system
- However, if another incident occurs later in the year, the student will be placed onto the next stage of the On Report system
- Any extra comment recorded on the back of a Report Card for misbehaviour can result in a deduction of up to 5 marks.

- The loss of a Report Card is a most serious matter. Such a loss may mean moving on to the next sanction stage.
- These points refer to all stages of the On Report system. If a student progresses to a Permanent Card, there are extra points to note, as detailed in section 5.2

5.2 Permanent Report Card

The Permanent Report Card is the final stage in the school's discipline structure. A student will be placed On Report by the Principal or Deputy on the recommendation of the Dean of Positive Behaviour or the Múinteoir i bhFeighil when:

- No significant improvement in behaviour is evident after a student has been on all other report cards
- A serious incident can result in a student being fast tracked to the Permanent Card (Red) and/or the Board of Management.

As stated previously with all other cards, the student is required to:

- Achieve 25/30 marks on Monday – Thursday and 20/25 marks on Friday
- Students must present the permanent card at the end of each school day for review to the Dean of Positive Behaviour or Múinteoir i bhFeighil
- Any comment recorded on the back of a Report Card for misbehaviour can result in a deduction of up to 5 marks.
- Where a student incurs the sanction of a Red Card, this is monitored weekly by the Student Support Team.

However, students who continue to display behavioural issues while on the permanent report card, and having exhausted all disciplinary procedures, will be invited to present before the Board of Management. The Board of Management will request the student to appear with his/her parent(s)/guardian(s) at the next Board of Management meeting. This is to afford Board members an insight into the student's behavioural issues and to allow them to emphasise to the student and his/her parent(s)/guardian(s) the seriousness of the student's situation and the consequences of any further serious breaches of the Code of Positive Behaviour.

Where a serious breach of discipline occurs at any stage during the year while a student is on a Red Card or where there are chronic ongoing behavioural issues while the student is on a Red Card, the school management may present the student to the Board of Management for possible expulsion.

If a student has been on a Red Card at the end of one academic year and where the Board of Management has determined that he/she may return to the school the student will return to the start of the discipline procedures unless otherwise directed by the Board of Management.

5.3 Student being sent home

Where a student breaches the Code of Behaviour and where that breach is deemed to be serious, he/she may be sent home, at the discretion of the Principal or Deputy Principal, for the remainder of the school day on which the breach occurs.

The Principal or Deputy Principal will base this decision on Health and Safety grounds, to prevent an incident escalating further or perhaps to allow the student time out to cool off when emotions are running high or where the breach is disrupting the learning of others. A student may also be sent home for persistently failing to wear school uniform.

In this scenario, parents or guardians will be contacted, and the student is then removed from the school pending further discussion with parents/guardian around the situation. The incident may lead to the student returning to school on the On Report card system.

5.4 Suspension

A student will be suspended by the Principal, Deputy Principal or Board of Management. A suspension may occur for the following, but not exhaustive, reasons:

- Where drug dealing, supplying and/or sharing takes place within the school and/or within the school's grounds.
- Actual or the threat of violence, physical assault or sexual assault to another student or staff member
- If the student is responsible for serious damage or vandalism to property.
- All other discipline procedures within the school have been exhausted
- Bringing the school into disrepute via Social Media or through other forms.
- Any recording of a staff member without their expressed consent
- Where 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 his/her own safety or that of others in the school community.

Suspensions are imposed for a period not exceeding 3 days for one off incidents or continual breaches of the code of positive behaviour. The following procedures are in place for suspensions.

- The nature of the complaint is clarified with the student and parent/guardian. The student and parent/guardian are given an opportunity to respond before the decision to suspend is imposed.
- In the case of immediate suspensions, the parent/guardian is notified, and arrangements are made with the parent/guardian for the student to be collected, with the school having regard to its duty of care for the student. In no circumstances is a student sent home from school without first notifying the parent/guardian.
- Parent/guardian is then notified in writing of the decision to suspend.
- Where necessary, the Education Welfare Officer is notified
- The suspension is reported to the Board of Management
- The student will return to school on a set date, accompanied by their parent/guardian
- On return to school, the student goes onto the On Report system, at the appropriate level
- Suspensions longer than 3 days may be imposed with the consent of the Chairperson of the Board of Management

5.5 Expulsion

A student will be expelled from the school by the Board of Management using the following procedures.

- A detailed investigation is carried out under the direction of the Principal.
- Student and parent(s)/guardian(s) are notified in writing of the nature of the complaint, thus ensuring that parents have records of:
 - the allegation against the student,
 - the investigation itself and
 - written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Student and parent/guardian are given an opportunity to respond before a decision to expel is imposed. A recommendation is made to the Board of Management by the Principal regarding proposed expulsion, giving the Board of Management the same comprehensive records as have been given to parents.

- Parents are notified, giving them adequate notice and time to prepare, of the date of hearing by the Board of Management. They are invited to the hearing and advised of their right to make a written or oral submission to the hearing by the Board of Management.
- On deciding to expel, the Board of Management notifies the Educational Welfare Officer in writing of its opinion and the reasons for its opinion. The student cannot be expelled before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification. The student remains suspended from the school for the duration of these 20 school days.
- When the period of 20 school days has ended, the Board of Management formally confirms either the decision to expel, or to follow alternative recommendations from the Educational Welfare Officer. Parent(s)/Guardian(s) are notified in writing of the decision.
- If expulsion is to proceed, parent(s)/guardian(s) and the student are told about the right to appeal to the Education & Training Board and the Department of Education & Youth and supplied with the standard form on which to lodge an appeal.
- A formal record is made of the decision to expel the student.
- The decision to expel is notified to the Educational Welfare Officer in accordance with legislation.
- The school's decisions are made and implemented in line with section 23 of the Education (Welfare) Act 2000. The rules of natural justice are adhered to. All expulsions are reported to the Educational Welfare Officer as required by law.

6.0 Our Contract with You

CTI Clonmel, including Raheen College and Gaelcholáiste Chéitinn, undertakes to provide a service to the student in the way of education, sport, extra-curricular activities etc. provided that the student presents him/herself willing to receive it. On the part of the student, this requires:

- appropriate behaviour,
- satisfactory punctuality,
- compliance with the school dress code,
- compliance with mobile phone usage,
- committed application to schoolwork, homework and study and
- general readiness to learn on the part of the student.

The Board of Management, staff, parents and students of CTI Clonmel acknowledge and accept their collective responsibility to act in a manner that promotes a positive, mutually respectful and tolerant school climate in accordance with the values espoused in staff, parent and student charters.

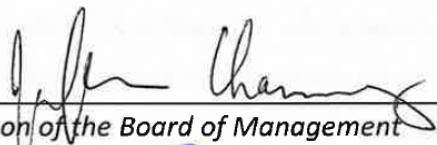
Attendance at the school implies that the parents/guardians and the student have been provided with a copy of the Code of Positive Behaviour, have confirmed in writing that the Code of Positive Behaviour is acceptable to them and that they will make every effort to ensure compliance with such Code by the student. This written confirmation is the contract between the parents/guardian and the school.

Central Technical Institute reserves the right to modify, add to or alter details of this Code of Positive Behaviour at short notice.

Consultation was held with Student Council members in Raheen College and Gaelcholáiste Chéitinn to elicit student voice.

This policy was adopted by the Board of Management on **29 April 2026**.

This policy was adopted by the Board of Management on 29/4/26
[date]

Signed: 
Chairperson of the Board of Management

Signed: 
Principal

Date: 24/04/26

Date of next review: _____