

Tipperary Education and Training Board (ETB)

TCFE AND CÉIM ÉILE

CODE OF BEHAVIOUR

**Version** 1

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**Céim Eile, Templemore College of Further Education (TCFE)**

**Code of Behaviour**

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**Code of Behaviour**

# Policy

It is the aim of Céim Eile to provide a safe, supportive and respectful learning environment in which the rights of all its stakeholders are vindicated. The purpose of the code of behaviour is to support this aim.

# Introduction

By sending your child to Céim Eile, it is understood that you have read and accepted the centres Code of Behaviour. A signed agreement form indicating acceptance of this policy must be returned to the centre before the learner commences on the programme (this is checked at induction interview). Persons whose behaviour is deemed to be governed by this policy include all staff, learners, visitors and parents involved in centre activities. Our Code of Behaviour complies with statute and common law, in particular the Education Act 1998, Equal Status Act 2000, Education (Welfare) Act 2001, EPSEN Act 2004 and other relevant legislation, as well as the national guidelines for developing a code of behaviour.

# Rationale

This code of behaviour is in place in order to:

* Support and maintain a safe, supportive and respectful learning environment for all members of the college community, both on the college premises and on centre activities.
* Protect the rights of all involved
* Comply with all legal and health and safety regulations
* Promote a successful teaching and learning environment
* Help learners acquire good habits of discipline, behaviour and responsibility
* Prepare learners for future responsibilities in the working environment and adult life and assist in developing good habits of citizenship
* Inform learners and their parents of the procedures used by Céim Eile
* Address issues of behaviour in the centre by:
	+ defining standards of behaviour for learners
	+ informing learners and their parents of the measures that the centre may take to address unacceptable behaviour
	+ informing parents of centres procedures that will be followed before a learner is suspended or expelled
	+ explaining the grounds and conditions under which a suspension imposed on a learner maybe lifted
	+ informing parents of their legal responsibilities relating to occasions when their child is absent from the centre
	+ conforming to the statutory obligation in Section 23 of the Education (Welfare) Act 2001 which obliges the centre to prepare, for the information of learners and their parents, a code of behaviour in respect of learners registered at the college.

\* Learners are expected to abide by the centre’s Code of Behaviour

# The code of behaviour describes:

* A set of rules and regulations
* Rights and Obligations
* Sanctions for unacceptable behaviour
* Supporting and managing positive behaviour
* A grievance and an appeals procedure

# Rules and regulations for Learners

The following rules safeguard our rights as persons and our property in Céim Eile:

* Learners must show respect and courtesy to fellow learners and staff at all times. Each learner is expected to comply with the lawful instructions of the college staff
* As chewing gum causes damage to furniture, fittings and the college environment, the chewing of gum on the college grounds is forbidden
* The possession, purchase or consumption of alcohol or addictive substances during the college day or during college activities is forbidden.
* With the exception of the colleges smoking area, smoking is prohibited on the college premises, its vicinity and during college functions and activities
* At all times, the building is to be respected and all damages must be immediately reported to the college authorities, after which appropriate action will be taken.
* Other personnel in the college & local community are to be treated with dignity & respect at all times. All visitors are to be shown courtesy & brought to reception and/or office.
* Learners must not bring the good name of Céim Eile into disrepute.
* Offensive language, abusive behaviour, name-calling or bad language towards staff or others learners is strictly forbidden. This also applies to in and out of college activities.
* No unacceptable teasing or bullying.
* Learners are expected to attend daily unless permission or a doctor’s certificate is obtained within three days. Attendance sheet must be signed on a daily basis.
* Learners are expected to be present in centre during opening hours unless excused. They should be in class on time & move between classrooms in a quiet, orderly manner
* Learners may not leave class without the permission of the supervising teacher/tutor.
* Learners must comply with all health and safety regulations.
* Learners may not use any equipment, machinery, materials or substances unless under the supervision and with the permission of designated teacher/tutor
* Personal hygiene and cleanliness is an obligation.
* Food is not permitted in class and must be consumed in the college’s canteen.
* Appropriate clothing and footwear to be worn during sports and practical activities.
* The wearing of inappropriate jewellery is forbidden.
* Use of mobile phones is not permitted during class times.
* No learner has the right to electronically record or photograph anyone without specific written permission.
* Any other external premises used by Céim Eile including transport to and from same are covered by under the code of behaviour.
* Learners are expected to take responsibility for their actions.
* Learners are encouraged to act responsibly at all times.
* Learners are encouraged to work to the best of their ability at all times.

# Rights and obligations of learners and staff

In Céim Eile everyone has the right to:

* feel safe, cared for and respected
* be able to learn to the best of his/her ability and to develop whatever skills he/she possesses
* be treated equally irrespective of gender, race, physical characteristics or any other factors
* learn and be in their comfort zone without disruption.

Everyone is expected to:

* be responsible for their own behaviour
* respect the rights of others.

 We say **No to Bullying**, whether verbal or physical; it has no place in our college. We ask for all parents and learners to help us by reporting immediately any incidents so that we can deal firmly and fairly with any bullies, involving parents if appropriate.

# The Rights of Learners

* The right to physical, emotional, social, intellectual, creative and sexual safety
* The right to respect
* The right to be addressed by the title of their choice
* The right to learn and work in a positive atmosphere
* The right to learn in a suitable environment
* The right to fail and the right to succeed whether at college or at work
* The right to fair, just and effective teaching and work training
* The right to help when experiencing difficulties
* The right to express needs and grievances
* The right to structures within the college that safeguard rights

# The Rights of Staff/Employers

* The right to physical, emotional, social, intellectual, creative and sexual safety
* The right to respect
* The right to teach or manage in an atmosphere of order and attention
* The right to work in a suitable environment
* The right to be communicated with by learners and management
* The right to receive help when needed
* The right to express needs and grievances
* The right to structures within the college that safeguard rights

# Obligations of learners

* To attend regularly and punctually.
* To work to the best of their abilities in all programme activities.
* To contribute to the programme by full participation and co-operation at all times.
* To respect, at all times, by their behaviour and manners, their fellow learners, college staff and all people who are connected with the programme, both inside and outside the college.
* To respect college property, and to contribute to a pleasant college environment.

# Obligations of tutors

* To attend regularly and punctually.
* To carry out all their duties in a professional manner.
* To contribute to the programme by creating an environment which promotes learning and growth for all.
* To respect, at all times, by their behaviour and manners, their fellow staff members, learners and all people who are connected with the programme, both inside and outside the college.
* To respect college property, and to contribute to a pleasant college environment.

# Sanctions for Unacceptable Behaviour/Discipline Procedures

This section sets down the code of discipline and sanctions applicable to all learners in Céim Eile during the centre year. Parents / Guardians and learners are requested to study and understand it. The rules and regulations of Céim Eile have been developed by management, staff, learners and parents with the purpose of making our learning environment a compassionate, safer and healthier place for learners, staff and visitors alike. While we value and protect the rights of the individual, we must also protect the rights of all the persons in our college. These rules and regulations are reviewed periodically by the above parties.

Sanctions are used as corrective actions in helping a learner take responsibility. The purpose of sanctions is to promote positive learner behaviour and a safe atmosphere which is based on the principle of mutual respect for all. It is also to give time for reflection on serious misbehaviour and to emphasise the need for positive behaviour

The classroom teacher/tutor aims to foster an atmosphere conducive to effective teaching and learning. When dealing with issues of indiscipline the teacher/tutor will deal with the matter as s/he deems appropriate:

* The ‘quiet’ room maybe used as an intervention or a time out.
* Negative Points may be imposed. Incidents of negative behaviour will be recorded in the ‘point’s system’ book and any serious incidents will be recorded in the ‘incident report’ book. (For a full understanding of the system and the list of positive points/negative points, please see Appendix 1)
	+ Céim Eile currently employs a positive & negative points system to encourage and reinforce positive learner behaviour. It is utilised to guide and reinforce positive learner behaviour.
	+ Sanctions for receiving positive points & negative points are set out in

Appendix 1.

* If the unacceptable behaviour still persists or an unacceptable incident occurs, the teacher/tutor may ask the learner to leave the classroom and report to the coordinator. They also may recommend that the learner be given a written warning. A copy of this will be placed on the learners file & incident will be noted in the ‘incident report’ book.
	+ The coordinator will discuss the incident or continued unacceptable behaviour and look for ways to prevent this trend continuing. At this point, the coordinator may opt to place the learner ‘on report’. A suspension also be warranted at this point.
	+ The learner may be formally interviewed by the class teacher / tutor and/or advocate and/or assistant coordinator and / or coordinator in the hope of preventing a repetition of unacceptable behaviour.
	+ The parents / guardians may be invited to attend a meeting
	+ A teacher / tutor mentor, advocate or counsellor may be assigned to work with the learner
* Persistent instances of indiscipline may lead to a learner being suspended from the centre. Notice of such a suspension will be given in writing to parents / guardians.
	+ This may result from a recommendation by teachers/tutors or from an accumulation of entries in the incident report book
	+ A learner may be formally invited to attend a meeting with the ‘College Discipline Committee’ which may consist of a: coordinator / assistant coordinator / resource staff / teacher / tutor / college deputy Coordinator and/or college Coordinator.
* If a learner is involved in a serious breach of college discipline, the coordinator may immediately suspend the learner in question, following discussion with the parents / guardians of the learner. It should also be noted that if any individual incident is deemed to be sufficiently serious, a learner may be detained or suspended without going through each stage in the discipline procedure
* Suspensions are at the coordinator’s discretion in consultation with staff. They will be recorded and placed on the learners file. The learner, and where appropriate the parents / guardians, will be informed of the suspension and the grounds that gave rise to that suspension. In cases where the suspension is to take effect immediately, such as in the interests of health and safety, parents / guardians will be informed by telephone first, and in writing subsequently.
	+ Suspensions will be dependent on breach of rules (see Appendix 1)
		- Where a learner receives a written warning, they may be given a suspension. After a second written warning, the learner will be suspended.
		- When a learner has received 3 written warnings, their case and file will be referred to the Chairperson of the Board of Management.
		- Learners may be suspended for up to three days without pay.
		- Learners may be suspended without pay for up to three days, then with pay for a longer period. At this stage, a report may be sent to the Board of Management and may include a recommendation for expulsion
	+ Upon completion of a suspension, the staff member and / or coordinator with the learner will meet and agree a plan for re-entry and therefore support the best chance of a successful return.
		- Parents/guardians will be requested to attend.
		- Gardai may be called if deemed necessary.
		- In some cases, a written or formal apology may be required or the learner may be asked to enter into a contract of good behaviour or other conditions (e.g. put on a behaviour report) that may be specified by the coordinator before returning to participe in centre activities.
* At the end of each academic year, the learner’s behaviour is reviewed. A learner and his parents / guardian may be requested to meet with college management to renew formally, their commitment to the centre’s code of behaviour.
	+ Before a learner enters into second or subsequent year, he/she may be asked to to enter into a contract of good behaviour or other conditions that may be specified by the coordinator
* Expulsion will only be considered after other interventions have been tried and when the behaviour of a learner puts the safety of others at risk, or where behaviour is so disruptive as to interfere substantially with the rights of others to education. Cases concerning expulsion from centre will follow the protocol and procedures as outlined under the heading ‘Procedure for Expulsion’ below.

In summary the steps in the discipline procedures are as follows:

1. Classroom teacher/tutor management. The ‘quiet’ room maybe used as an intervention or a time out.
2. Negative Points, please see Appendix 1
3. Preventative measure – coordinator intervention, learner placed on report, warning letter sent, staff mentor support, formal interview with staff member and/or coordinator, may include parental involvement.
4. Suspension – Suspensions can vary from one day to indefinitely, depending on rule breached and number of incident reports on file.
5. Preventative measure – meeting with the ‘College Discipline Committee’. Agree a plan for re-entry. Parents/guardians requested to attend. A written or formal apology may be required, learner may be asked to enter into a contract of good behaviour or other conditions that may be specified by the coordinator before returning
6. Preventative measure - annual review: meet with college management to renew formally, the learner’s commitment to the centre’s code of behaviour. Recognition/reward/contract of behaviour. Parents/guardians requested to attend
7. Expulsion

# Procedure for administration of sanctions.

* The first, second and third steps will be administered by teacher/tutors with support from coordinator. The learner has the right of appeal to the coordinator.
* The fourth step will be administered by the coordinator. The learner has the right of appeal to the Board of Management.
* The decision in the seventh step will be made by the Board of Management. The learner has the right of appeal to Tipperary ETB.

## Postitve Behaviour

Céim Eile seeks to recognise and support acceptable and positive behaviour, as well as providing sanctions for unacceptable behaviour. Supporting good behaviour among learners is a core element of the programme. It is important firstly, because centres need to be a safe place for all learners and secondly, because helping learners to deal with emotional and behaviour problems is a key starting point in meeting the holistic needs of learners and improving their successful participation in the subject based aspects of the programme.

Positive Behaviour in the centre is promoted and encouraged in the following way:

A Positive points system is currently set up and used to encourage and reinforce positive learner behaviour. It is utilised to guide and reinforce positive learner behaviour.

* This positive points system is used to encourage and reward positive behaviour. Learner points are recorded in the point’s book and rewards are arranged on a regular basis.
* Learners who do not get any negative points during a week, get 5 positive points per week. Positive points can also be earned through acts of kindness.
* Benefits for gaining positive points:
	+ 25 positive points will gain the learner a voucher/permission for going on the next lunch outing.
	+ Learners with exceptional behaviour will be rewarded or entitled to privileges at the end of each term or year. Examples include:
		1. Class trips, outings, parties, treats, vouchers, group activities and celebratory events may be organised
		2. Learner of the year award. Scoring positive points can help in this regard.

## Positive Behaviour Management

Learner engagement with classwork promotes a positive atmosphere and work ethic. Classwork, assignments, projects and tests are monitored on an ongoing basis by the class teacher/tutor. All learners academic performance is formally monitored twice a year through analysis of grades/credits achieved, attendance and performance in the classroom. The performance in the classroom is reviews through a learner individual class report which is filled in by each teacher/tutor. The coordinator schedules a meeting with the learner and uses this information to acknowledge the good work of learners and to motivate those who may need further application. Following this meeting, learners may meet with the Guidance Counsellor to devise a study plan and to determine targets. Some follow up interviews are carried out to support and monitor progress as well as identifying any difficulties.

# Grievance Procedure

A learner may feel that a staff member or the coordinator is not treating him/her fairly in accordance with the Code of Behaviour. The following grievance procedure may be followed:

## First step

The learner may ask for a meeting with the staff member involved, or with the coordinator, to express their point of view and to discuss the grievance and try to resolve the matter.

## Second step

If the grievance is with a staff member and the matter is not resolved to mutual satisfaction, then the matter should be referred to the coordinator. The coordinator should then meet with both parties separately and/or together to investigate and consider the matter appropriately and thus make a ruling on the matter. The learner will get the opportunity to write down their version of events. The teacher must write up an Incident Report. If the complaint is against the coordinator, move to the third step.

* **Third step**

Either of the following steps could be taken:

* The coordinator will consult with the Resource team/College Coordinator or both before making a decision on the matter.
* The college coordinator may be requested to convene an appeals committee (College Coordinator and Resource team or staff members) to examine the grievance. The learner may be accompanied by his/her parent or by a learner representative.
* If the complaint is against the coordinator:
	+ 1. Learner and coordinator should try to resolve the matter satisfactorily.
		2. If this fails, the learner can complain to the Resource team.
		3. Should this not resolve the matter, a meeting must be scheduled with the college Coordinator.

## Fourth step

* The learner may make a formal written complaint to the Chairperson of the Board of Management. The chairperson, or other designated member, will meet the parties and give a ruling on the complaint and action to be taken. S/he may refer the matter to the Board of Management at this stage.

## Fifth step

* The learner may refer the matter in formal written format to the Adult Education officer.

Note\* in all cases, the final responsibility rests with the CE of the ETB.

# Procedure for Expulsion

## Expulsion

* The authority to expel is devolved by the ETB to the Board of Management. Expulsion of a learner is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour.

## Grounds for Expulsion

* A proposal to expel a learner requires serious grounds such as that:
	+ the learner’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
	+ the learner’s continued presence in the centre constitutes a real and significant threat to safety
	+ the learner is responsible for serious damage to property.
	+ Expulsion is considered where the centre believes that they have tried a series of other interventions and exhausted all possibilities for changing the learner’s behaviour.
	+ learners are not eligible/become ineligible for a Youthreach course
		- learners have had unapproved absences to such an extent that their place on the programme must be forfeit
		- learners have breached the centre agreement (signed when joining the programme) as set out in the induction booklet. Examples include:
			1. not successfully completed all modules (to include Key Assignments, Tasks, Collections of Work, etc) assigned to him/her in the previous year.
			2. not engaging in all modules and activities, such as, languages, out of centre activities, PE classes, extra-curricular and co-curricular activities, etc.

## Expulsion for a first offence

There may be exceptional circumstances where the Board of Management forms the opinion that a learner should be expelled for a first offence. Incidences which may result in a proposal to expel on the basis of a single breach of the code include:

* + a serious threat of violence against another learner or member of staff
	+ actual violence or physical assault
	+ the possession, supply or use of illegal drugs / so-called legal drugs / alcohol in the centre
	+ sexual assault.

## Procedures in respect of expulsion

In compliance with the Education (Welfare) Act 2000, to ensure fairness, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Coordinator.
2. A recommendation to the Board of Management by the Coordinator.
3. Consideration by the Board of Management of the Coordinator’s recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Confirmation of the decision to expel.

## Appeals Procedure for Expulsion

Youthreach is a vocational education & training programme & participants are paid a training allowance. Section 29 of the Education Act does not apply in centres providing the programme. However, the appeal procedures as set out by Tipperary ETB are as follows;

* A learner who has reached the age of 18, or the parent/guardian/National Education Welfare Board on behalf of a learner under 18 years, may appeal a decision using the following process:
1. Firstly, the appeal should be made in writing within ten working days of receiving written notice. This appeal should be made to;

Chairperson of the Board of Management

Ceim Eile Youthreach Centre,

Templemore College of Further Education,

Templemore.

Co. Tipperary.

* This letter of appeal should include:

1.1 Grounds for the appeal

1.2 Documentation to support the case

* The Adult Education Officer will respond to the appeal within ten working days.
1. If the appellant remains unhappy with the outcome at ETB level, he/she may appeal to the AEO of Tipperary ETB. This appeal should be made in writing within ten working days of receiving written notice from the Board of Management. This appeal should be made to;

Adult Education Officer of Tipperary ETB

Lifelong Learning

Martyrs Road

Nenagh

Co. Tipperary

* The Adult Education Officer will respond to the appeal within ten working days.

Note\* in all cases, the final responsibility rests with the CE of the ETB.

# Review

This policy will be reviewed by the Board of Management once in every college year.

|  |  |
| --- | --- |
| Submitted to Staff: |  |
| Submitted to Board of Management: |  |
| Submitted to ETB Board: |  |

# Appendices

## Appendix 1 Code of Behaviour – Points System

The ‘Points System’ is the name given to the graded system of sanctions for inappropriate

behaviour. Discipline commences in the classroom. Each teacher/tutor has responsibility for the maintenance of discipline in his/her own class while sharing a common responsibility for good order within the centre. The ‘points system’ has been developed as a support to effective classroom management. In general, teachers/tutors deal with discipline issues themselves and may decide to apply the system if it is deemed appropriate. Positive and negative points are recorded in the ‘Points System’ book.

**Positive Points**

Learners who do not get any negative points during a week, get 5 positive points per week. Positive points can also be earned through acts of kindness.

Positive points will earn learners privileges and awards over the year.

**The following Negative points and other sanctions supersede the current code of behaviour for Learners**;

**Negative Points Céim Eile**

**The following Negative points and other sanctions supersede the current code of behaviour for Learners**;

**Negative Points**

***The following behaviours would warrant 1 negative point:***

1. Not following instructions. This may include; non-participation; disrespect; walking away; having to be removed from class; disruption of teaching and learning; late for class (this includes all classes, morning, between classes and after breaks); entering and leaving class without permission and those outside of class without a permission slip/pass
2. Chewing gum or littering
3. Defiance or refusal to accept correction/rudeness
4. Offensive or inappropriate language
5. Inappropriate jewelry or clothes. Jewelry may be confiscated and returned at end of week
6. Disruptive behaviour including speaking out of turn/talking. Disrupting peers and teachers.
7. Refusing to participate or complete work while attending the centre.
8. Being negative or making disrespectful or demeaning comments about the centre, its staff, learners or any stakeholders.

***The following actions would warrant at least 3 negative points:***

1. Verbal abuse towards staff or learners
2. Setting off fire alarm or opening a fire escape door
3. Serious breaches relating to Health and Safety. i.e. throwing objects, eating outside of canteen, not engaging and participating in practical rooms.

***The following actions would warrant at least 5 negative points. At this point, the coordinator intervenes. This could also bring a suspension to the learner and him/her being placed on report:***

1. Smoking between classes without a permission slip
2. Inappropriate physical contact.
3. Using a mobile phone in the centre after 9:10am and before 4:10pm excluding lunch break and/or when given permission.
* A learner who is found using a mobile phone/digital device outside of the stated times, or who contravenes this policy in any way, will have his/her mobile phone/digital device and its SIM card confiscated and will receive suspension without pay (or in some cases a learner will be asked to remain in the centre but may have their allowance suspended) and their parents/guardians will be notified. (see mobile phone / devices policy)
1. Smoking or vaping of any kind in a non-designated area. A learner who breaks this rule will be suspended instantly. (see smoking policy)
2. Being under the influence of, selling or in possession of alcohol drugs / illegal substances. For sanctions please see substance misuse policy.
3. Leaving the premises without permission. The coordinator must be notified if a learner decides to leave the centre early regardless of their age. Learners should not leave the centre without permission or absent themselves from any activity during centre hours. A learner who leaves the centre without permission will automatically be suspended regardless of age. (see signing-in and signing-out policy)
4. Stealing. Parents contacted, compensation & suspension depending on the severity of the act.
5. Involvement in fighting or bullying (this includes representing the college and travelling to/from college),
6. Behaviour which interferes with the learner’s own safety or that of others.
7. Physical violence, unacceptable verbal abuse and other serious misbehaviour will be dealt with directly by the centre coordinator and will be sanctioned separately from the points system.

**Other sanctions and points to note**

* A points listing will be displayed for learners to see and will be updated each Monday.
* Positive points can **only** be traded against negative points where a staff member has previously given that learner negative points.
* Friday afternoon’s pay is a reward for good behaviour. However, if a learner receives 5 negative points during the week, he/she forfeits that privilege.
* If a learner gets 5 negative points in a week, he/she is on report the following week, or maybe put on it straight away. That person may also be suspended pending the breach of rules and will be placed on report upon return.
	+ On Report: When a learner is placed on report, each teacher/tutor must fill in and sign this report card at the end of each class. This form records learner’s behaviour, attitude and class room participation/work. It is the learner’s responsibility to collect this report card in the morning, mind it carefully and return it completed at the end.
* 25 negative points warrants a written warning and may result in a suspension. If a learner receives a written warning after 25 negative points, their negative points will be cleared – this is to give the learner the opportunity to change their behaviour and to encourage future positive behaviour.
	+ Where a learner receives 25 negative points for a second time, they may be placed on a behaviour report card. In some cases, a written apology may be required or the learner may be asked to enter into a contract of good behaviour or other conditions that may be specified by the Coordinator before returning to participation in centre activities.
* At the start of each term all learners will have any previous negative points cleared and will be given a fresh start. (As previously mentioned - this is to give the learner the opportunity to change their behaviour and to encourage future positive behaviour. i.e. a fresh start).
* Learners start on the programme on a probationary basis. Following the first six-week period, probation will be reviewed and it may be extended for additional or rolling six-week periods.
	+ The purpose of probation is to assess a learner’s suitability for the programme.
* Suspensions are at the coordinator’s discretion in consultation with staff and will be dependent on the breach of rules;
	+ Where a learner receives a written warning, they may be given a suspension. After a second written warning, the learner will be suspended.
	+ When a learner has received 3 written warnings, their case and file will be referred to the Chairperson of the Board of Management.
	+ Learners may be suspended for up to three days without pay.
	+ Learners may be suspended without pay for up to three days, then with pay for a longer period. At this stage, a report may be sent to the Board of Management and may include a recommendation for expulsion

Appendix 2 Learner Behaviour Report Card

