



Good Behaviour Policy

Secondary Cycle

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1. Introduction and objectives

This policy has been developed with the intention of providing a comprehensive set of supports for pupils, teachers, parents and others who wish to promote the desired behaviour of pupils in the school, as well as clarifying the measures in place to guide pupils in achieving these goals.

The policy is in line with the general aims of the European Schools; to encourage tolerance, co-operation, communication and openness to others both within and outside the school. The policy describes our expectations and general principles in terms of behaviour management, the systems and processes we have in place to promote and manage behaviour, and the tools we have in place to make this possible.

This Good Behaviour Policy forms part of the Pupil Well-Being Strategy of EEB III. It is also in line with the document 'Pupil's Well-Being Policy Framework of the European Schools' (Ref.: 2022-01-D-6-en-2) approved by the Board of Governors in April 2022.

Being happy is probably one of the most common dreams human beings have. Feeling well within ourselves and safe is a common desire. In recent years, we have started to speak about well-being much more. In schools, the philosophy of education goes beyond success in examinations and high-quality teaching. A holistic education gives importance to the well-being of pupils and staff in a school. If a person feels content, self-confident, fulfilled and respected, then they will most probably do better educationally or professionally. Our well-being has become a priority we need to give more focus to.

As a school, over the years, a number of initiatives and projects have been implemented in the area of well-being. The next step is to have a clear policy framework encompassing key areas that are intricately linked to well-being. The Well-Being Strategy for EEB III will be an over-arching strategy which will include a number of policy or procedural documents that focus on a particular issue that contribute to well-being. This work has started. The published documents include:

- **Educational Support Guidelines (published in September 2020 and amended in January 2023)**
- **The Anti-Bullying Policy (published in January 2022)**
- **A Good Behavior Policy for the Nursery and Primary Cycle (published in December 2021)**

However, there are still a good number of policy documents that need to be drafted and published. These include:

- **A Good Behaviour Policy for the Secondary Cycle (this policy will include the Living Together document, as well as, another annex on use of mobile devices in our school).**
- **The Child Protection Procedures (which will deal with cases of alleged child abuse)**
- **An Anti-Harassment Policy for Staff**
- **An Anti-Substance Abuse Policy**

This document will deal specifically with the Good Behaviour Policy and will focus on the Secondary cycle. The nursery and primary cycle already have a Good Behaviour Policy and once the Secondary cycle completes its policy, it will form part of a whole school approach to promoting Good Behaviour. Once this policy is published an information session for parents will be held and staff will receive a training session about the policy.

The document explains the Pupil Code of Conduct (**Annex 2**). A copy of the Pupil Code of Conduct is to be signed by parents/legal representatives and pupils at the beginning of each school year to show their agreement and willingness to abide by it.

This Good Behaviour policy is in line with the “Pupils’ Well-Being Policy Framework of the European Schools”

By following this Good Behaviour Policy, we aim to ensure that pupils:

- Feel safe at school;
- May work in a peaceful environment, rich in educational discoveries;
- Experience teachers and parents working together to help them in the best possible way;
- Feel protected from inappropriate or threatening behaviour, abuse and intimidation;
- Make the right decision and take responsibility for their actions.

Our expectations are also to ensure that the school staff (this includes anyone working in the school whether employed or not by the school):

- Promote positive behaviour within the school at all times;
- Maintain clearly defined expectations
- Regularly highlight positive behaviour
- Take time to build positive relationships with pupils
- Enable pupils to develop their self-esteem
- Be visible within the school
- Be vigilant about the safety and well-being of pupils
- Communicate any problems or concerns with the appropriate staff member
- Apply a consistent approach and method to inappropriate behaviour
- Seek contact with the parents/legal representatives at an appropriate moment when the unacceptable behaviour needs to be discussed and worked on together
- Create a positive classroom climate by providing time for dialogue and reflection
- Give lessons in a calm and positive environment;
- Receive support from parents so that behaviour is managed in the same way by the school and at home;
- Take due account of special circumstances and conditions of vulnerable pupils
- Be treated in a professional and respectful manner by other staff, parents and pupils;
- Treat parents and pupils in a professional and respectful manner both in person and in writing.
- Be protected from inappropriate or threatening behaviour, as well as any form of abuse or intimidation.

The school is open to visitors who have been granted access to enter the school premises, and expects them to respect this policy and to act as positive role models for the pupils. More specifically, the success of this policy also depends on the full and consistent cooperation of all parents/legal representatives.

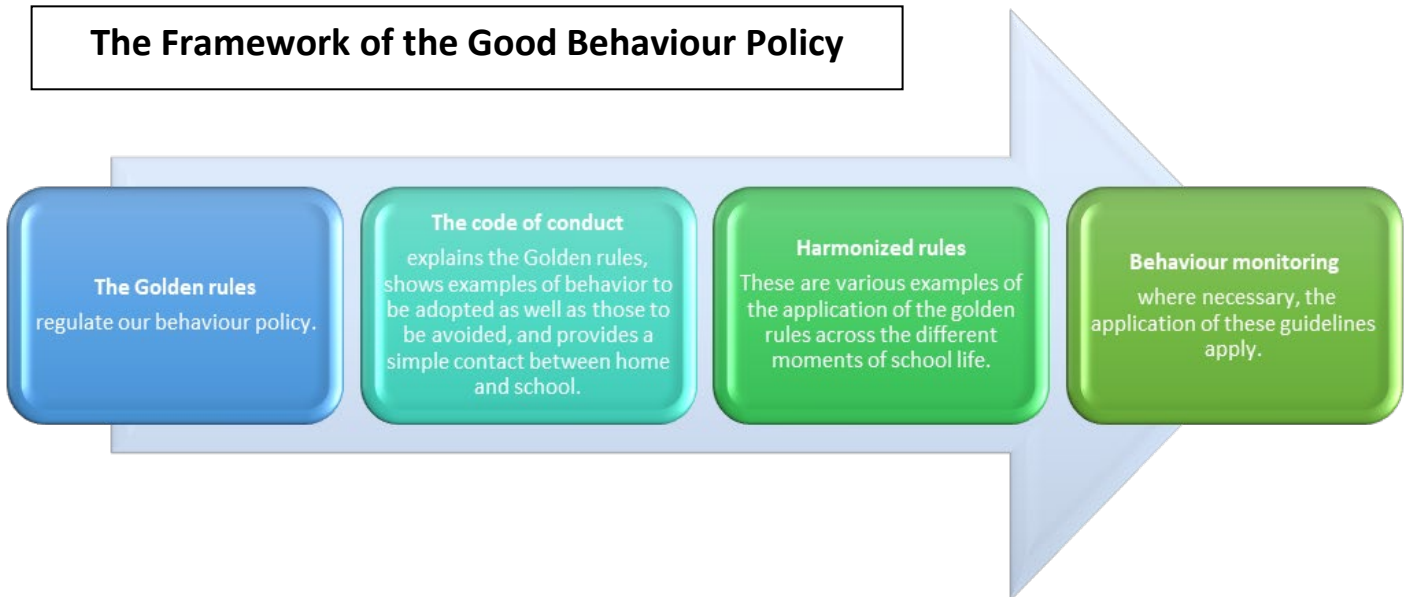
We expect parents/legal representatives to:

More specifically, the success of this policy also depends on the full and consistent cooperation of all parents/legal representatives are expected to:

- Support the school in dealing with inappropriate behaviour;
- Fully support the pupils' positive behaviour with encouragement and praise;
- Inform the school of any problems or concerns that may affect the pupils' behaviour at school;

- Inform the teachers or other school staff of any problems or concerns that may affect the pupils' behaviour at school
- Treat staff members in a courteous and professional manner in all their communication with staff, both in person and in writing. While opinions and feedback are always welcome and important, this communication needs to be done respectfully to the staff member concerned and also their profession;
- Collaborate and cooperate with the school when a behavioural problem is identified.

The Framework of the Good Behaviour Policy



2. The Golden Rules

The school's Golden Rules are simple, universal and tend to simplify the provisions in many codes that already exist within the school. All elements of our good behaviour policy, including the code of conduct, specific rules and codes for different times of the day are aligned with these simple rules.

- **One for all and all for one.** We behave in a way that allows everyone to work and play in harmony in a spirit of solidarity and cooperation.
- **No to violence, yes to friendship!** We express ourselves and behave respectfully and politely and politely by renouncing any form of physical, verbal or psychological violence.
- **Don't make fun of classmates, have fun with classmates. None of us is perfect.** Each one of us is unique and precious we are all equal and worthy of respect despite our differences
- **Let us be calm and happy.** We act and move calmly through the school for our own happiness, safety and well-being.
- **Show respect and receive respect.** We respect ourselves, our school, our personal belongings, the work of others and the displays.

Copies of our Golden Rules are available in **Annex 1**.

3. Pupil Code of conduct

At the European School Brussels III, pupils have the right to an education which offers them every opportunity to reach their full potential. The management, the teaching staff, the support team and other staff all work together to create the circumstances in which this can be achieved. The whole school community contributes to this process.

Our code of conduct sets out in simple terms examples of the behaviour expected every day in every aspect of school life.

Golden Rules	Examples of positive behaviour
<p>One for all and all for one We behave in a way that allows everyone to work and play in harmony in a spirit of solidarity and cooperation</p>	<ul style="list-style-type: none"> • Work well and do your best with the other pupils in the class. • Help your classmates/other pupils when they are in need • Complete all your assignments on time and to the best of your ability and without disturbing others
<p>No to violence, yes to friendship! We express ourselves and behave respectfully and politely by renouncing any form of physical, verbal or psychological violence.</p>	<ul style="list-style-type: none"> • Respect and learn about people of different cultures, religions, nationalities, gender/sexual orientation/identity, especially since we are a multicultural school. • Talk about your feelings/say what you think • Show tolerance and respect towards others. • Be responsible for your actions and words. • Be friendly and cooperative. • Use friendly and appropriate language. • Solve your problems by talking and cooperating with others.
<p>Don't make fun of classmates, have fun with classmates. We are all different and we are all unique. None of us is perfect. Each one of us is unique and precious, we are all equal despite our differences and worth of respect.</p>	<ul style="list-style-type: none"> • Respect yourself, other pupils, school staff and all other adults. • Do not make fun of others • Do not try to attack or humiliate others • Be polite to each other • See the positive unique characteristics which are present in all others • Cooperate and enjoy the time being with your friends/classmates/other pupils. • Show tolerance with pupils with learning problems
<p>Let us be calm and happy We act and move calmly through the school for our safety and well-being</p>	<ul style="list-style-type: none"> • Be courteous, behave appropriately. • Take responsibility for your actions and words. • Behave towards others as you would like to be treated • Work efficiently with others in your group. • Follow and respect the instructions of school staff. • Try to speak in a well-considered volume and with balanced and respectful language
<p>Giving respect and receiving respect We respect each other and our school, our personal belongings, the work of others and the displays</p>	<ul style="list-style-type: none"> • Take care of your belongings, your kit and your gym gear in the same way you take care of the belongings of the class and the other pupils • Respect your work and the work of others. • Keep school premises clean and leave them as you would like to find them (toilets, court yards, libraries, special rooms, etc) • Be careful and responsible in the playground. • Bring the materials (books, copybooks, stationery, etc) you need to learn to school every day. • Develop eco-responsible behaviours (littering, green spaces, etc)

At the beginning of each school year, pupils and parents receive a **new copy of the code of conduct**. They should review the code of conduct and sign it to show their agreement and willingness to abide by it. A copy of the letter that is sent to parents can be found in **Annex 2**.

Behaviours that are unacceptable:

- Any form of physical, verbal and/or psychological violence, incitement or assault
- Vandalism
- Mocking, disrespectful, degrading or threatening behaviour at school and during lessons Online
- Making fun of disabled pupils or pupils with learning problems
- Behaviours referring specifically to discriminatory language or behaviour towards others because of their ethnicity, gender, religion, preferences or orientation
- The use of profane, insulting or vulgar language or gestures
- Taking or sharing pictures or videos without the express consent of other persons
- Being rowdy in class, in line or in the corridors.
- Smoking
- Being rowdy in class, in line or in the corridors.
- Using or bringing dangerous objects (such as matches, sharp objects like knives, etc.)
- Using a mobile phone, a smartphone at school.
- Possession, consumption or sale of alcohol, drugs and other substances dangerous to health on school premises or school related activities for use by yourself or other students
- Inappropriately using a mobile phone, a smartphone on school premises or on school activities, or in class when this is not allowed by the teacher as a class support or research purposes. (This is further amplified in the Living Together document).

4. Harmonisation of the Golden Rules

In general, our pupils behave well and respectfully. However, like all schools, we have instances of bad behaviour that need to be tackled with an educational approach to teach pupils what is and what is not acceptable. The Golden Rules should be used as a reference for expected behaviour within the school. They simplify the implementation and memorisation of the behaviour to be adopted for both teachers and pupils. All these details have been simplified through the five Golden Rules.

This means that:

- If a specific detail is not remembered by a pupil, he or she can always be reminded of how to behave based on the knowledge of the five Golden Rules;
- Other examples of appropriate behaviour that would not be included in the specific rules can always be brought to mind by referring to the Golden Rules. The following table presents concrete examples of the application of The Golden Rules during the different times of the day at school.



	One for all and all for one We behave in a way that allows everyone to study in harmony in a spirit of solidarity and cooperation	No to violence, yes to friendship! We express ourselves and behave respectfully and politely.	Don't make fun of classmates, have fun with classmates. None of us is perfect Each one of us is unique and valuable we are all equal despite our differences	Let us be calm and happy We act and move calmly through the school for our safety and well-being	Giving respect and receiving respect We respect each other and our school, our personal belongings, the work of others and the displays
In the playground	I behave safely for others and myself.	if I feel I am having difficulties, I ask an adult to help me find peaceful solutions.	I respect others and following the rule when I am in the playground.	I enjoy being with others in the playground and am aware that my friends and I need to share the space with others when we are playing our games.	I pay attention to the equipment in the playground and put back the things I have moved at the end of playtime. I leave the playground clean and put my rubbish in the bins
In the canteen	I stay seated until I finish my meal.	I listen to and follow instructions from adults	I respect everyone's different eating habits and customs.	I move and eat calmly.	I respect the food served at the table. I am careful with my cutlery. I respect the personnel at the canteen and follow the instructions given to me by the canteen personnel.
In the library	I use my time in the library to read, choose a book or study	I am polite to the librarian if I need help	I respect everyone's literary choices.	I walk quietly in the library and I behave in a quiet manner in the library.	I put the books back in their place I don't eat because it could damage the books, I don't write in the books
In the toilet	I leave the toilet clean, all toilet paper in the toilet, I flush the toilet	I do not write or draw onto the toilet cubicle walls	I leave others alone at the toilet, I don't fool around in the toilet	I respect the hygiene rules.	I don't throw anything on the floor I don't waste water or paper
At the gym/ swimming pool	I try to learn, as I do in class I always wear my appropriate sportswear	I listen carefully to the teacher and follow his/her instructions	I engage in team playing. I do not laugh at others when they are practising a sport or when they are changing to play a sport.	I play fairly and support weaker members of the team. I respect order in the dressing rooms	I put the equipment back where I found it I only use the equipment in the gym I always have my sports bag with me during lessons and take it back after the sports class
When using ICT equipment	I use my time to learn and develop my ICT skills.	I share the material fairly with others	I remain calm	I engage calmly in the lesson and cooperate with my friends. I follow and respect the rules set out in the ICT pupil charter (https://www.eeb3.eu/app/uploads/2021/02/B3-IT-Charter-FR.pdf and https://www.eeb3.eu/app/uploads/2021/02/B3-IT-Charter-FR-Pupils.pdf)	I respect the equipment provided.



Music/Art room	I am always trying to learn something new	I share the material fairly with others	I listen carefully to my teacher and peers I listen carefully to performances and recordings	I enter and leave the room quietly. I pay attention to the equipment and musical instruments.	I play appropriately.
In Special Rooms (e.g. Cervantes, Amphi, Salle d'étude, etc)	I use my time in these rooms to do my work, study or read. I use the computers solely for school work.	I listen and follow the instructions given to me by the adult present in the room.	I respect the others working around me by being silent. I also respect the material/resources provided to me by the school.	I stay seated and calm.	When I leave the special room, I leave the place neat and tidy as I expect to find it.
In the corridors	When the bell rings and I am given approval to leave the class, I move calmly to my next lesson paying attention to others in our school.	I do not play around and I speak without shouting. I do not sit in the corridors.	I remain calm and try my best to help the flow of traffic, by letting others pass and not blocking their way.	I don't remain in the corridors before the start of period 1, during the break time or during lesson time.	I don't eat in the corridors. I rep

5. Misbehaviour vs Bullying Incidents

It is important to clearly define misbehaviour from bullying. The definition, identification and intervention of both phenomena need to be distinct from one another.

This policy document deals with behavioural issues. A separate policy document has been published.

The EEB3 Anti-Bullying Policy can be found on <https://www.eeb3.eu/app/uploads/2022/03/B3-Anti-bullying-Policy-EN.pdf>. This document also gives information about the Kiva programme which has been selected by EEB III as our Anti-bullying programme.

6. Behaviour management system

This document is intended to harmonise the actions that are taken when pupils' behaviour in school becomes unacceptable. It aims to provide useful descriptions of the types of inappropriate behaviour, but is not exhaustive.

When analysing a behaviour difficulty, the school will also need to assess if this behaviour is linked to a possible condition or special need the pupil may have. In this case, the issue may not be solely a behavioural one, but one where the Educational Support team may need to be involved and other actions taken.

Teachers and other members of staff can develop their own systems in the classroom to promote positive behaviour, but the following framework of how to deal with different issues should be applied as consistently as possible.

The philosophy of conflict mediation is based on a formative approach to the pupil and to promote empathy and to provide safe strategies to help victimized peers to improve the understanding and improve the behaviour of those who misbehave so as to reintegrate and mend and not only punish

The school will generally tackle behaviour in a graded approach as explained below. However, there may be exceptional circumstances where the graded approach does not apply due to the seriousness of the situation and certain upper levels of action need to be accessed immediately.

Behaviours	Actions
<p>Level 1 Making it difficult for everyone in the classroom to learn and difficult for the teacher to teach.</p> <ul style="list-style-type: none"> - Not using good manners (bad words, hitting) - Noisy and irresponsible movement within the school. - Disrespecting other people's property. - Behaving in a dangerous way. - Not staying focused on learning in class. - Show no respect for others. - Inappropriate physical contact etc. 	<p>Level 1</p> <ul style="list-style-type: none"> - The teacher gives a Level 1 verbal and written warning in the pupil's agenda (diary) (identify the behaviour, and indicate areas for improvement) or through another communication means (e.g. SMS or by email). - The pupil needs additional time to reflect or discuss with the teacher. - The pupil may be seated alone in class to be able to focus and to complete work, not sitting with peers. - The teacher should also consider the possibility of the pupil apologising to other person/s who have been affected by the misbehaviour. - The pupil is also asked to offer ideas of how they can remedy the misbehaviour.

<p>Level 2 A pupil has already received a Level 1 warning, but continues to engage in similar unacceptable behaviour (e.g. insolence, defiance, rudeness, continuous disruption in class etc.</p> <ul style="list-style-type: none"> - The teacher gives an oral and written Level 2 warning. - A more serious incident occurs that leads to greater disruption in the classroom or activities - His/her actions or insults deliberately hurt another pupil. 	<p>Level 2</p> <ul style="list-style-type: none"> - The teacher gives a Level 2 verbal and written warning in the pupil's agenda (diary) (identify the behaviour, and indicate areas for improvement) - The pupil is referred to the Educational Advisor to discuss the pupil's misbehaviour. - The teacher and parents/legal representatives may need to have a conversation without the pupil. - The pupil is asked to apologise and commit themselves not to repeat the misbehaviour. This can be either an explanatory drawing or in writing for older pupils. - The pupil is also asked to offer ideas of how they can remedy the misbehaviour. - The pupil may be asked to leave the classroom for a period of time and go to the Study Hall (Salle d'étude). Educational Advisors are in the Study Hall and they keep a record of who is sent out of class. - Work must be fixed. The pupil may lose part of the recess and be required to do an activity that benefits the school community (e.g., help teacher out in the class or help out in the library, etc).
<p>Level 3 A pupil with a Level 2 warning continues to engage in similar unacceptable behaviour as defined in Level 2 and/or engages in more serious misbehaviour such as theft, serious misuse of school property, major breaches of the code of conduct)</p> <ul style="list-style-type: none"> - The teacher gives an oral and written Level 3 warning 	<p>Level 3</p> <ul style="list-style-type: none"> - The pupil may be excluded from certain activities. - An email is sent to parents/legal representatives to inform them and to advise them on behaviour. - Parents are invited to meet with the teacher and/or the educational advisor, and the pupil to discuss the behaviour and set targets for improvement. - There may be need of a conversation between the school psychologist and the pupil - This may also be the point to involve the school Care Team.¹
<p>Level 4 A pupil has received a Level 3 warning but continues to persistently disrupt school life, or the pupil is violent or the actions are dangerous or the pupil is violent or threatening (for example, vandalism, violence, persistent provocation, major breaches of the code of conduct, etc).</p> <ul style="list-style-type: none"> - Any other incident left to the discretion of the school director. 	<p>Level 4 The pupil is referred to the Assistant Deputy Director of the Secondary cycle.</p> <ul style="list-style-type: none"> - informs the parents of the incident. - The Assistant Deputy Director speaks with the pupil together with the Educational Advisor - A meeting with parents/legal representatives is convened. The Assistant Deputy Director, Educational Advisor and possible the Deputy Director of the Secondary cycle are present. Other professionals may also be invited. - This may also be the point to involve the school Care Team. - There may be need of a conversation between the school psychologist and the pupil. The parents will probably need to be involved at this stage.

¹ Class/subject teachers and external supervisors may inform part of the Care team. The Care team consists of the Deputy Director of the Secondary Cycle, the Assistant Deputy Director of the Secondary Cycle, the school psychologist and other professionals. The Care team proposes concrete actions to be taken and provides some guidance to the pedagogical team.

Level 5

Disciplinary measures may be considered if the situation is serious or aggravates over time.

Disciplinary measures have the purpose of educating and training and are in line with Chapter VI of [the General Rules of the European Schools](#)

Level 5

Serious breaches of discipline are reported to the Director and a written report from the cycle concerned is submitted to the Director on the first working day following the incident.

In accordance with Article 40 to 44 of the General Rules, A pupil who fails to observe the school rules and general rules on communal life within the school shall be subject to disciplinary measures.

There are number of disciplinary measures that can be imposed. In the secondary cycle these include:

- 1) Reprimand. (This measure may be given with any of the previous levels)
- 2) Extra work. (This measure may be given with any of the previous levels)
- 3) Detention. (This measure may be given with any of the previous levels)
- 4) Warning and/or sanction by the Director.
- 5) Warning and/or sanction by the Director on a proposal from the Discipline Council.
- 6) Temporary exclusion from the school

- by the Director, for a maximum of three working days
- by the Director, on a proposal from the Discipline Council, for a maximum of 15 working days.

- 7) Exclusion from one or more school trips organised during the current school year.
- 8) Expulsion from the school decided by the Director on a proposal from the Discipline Council.

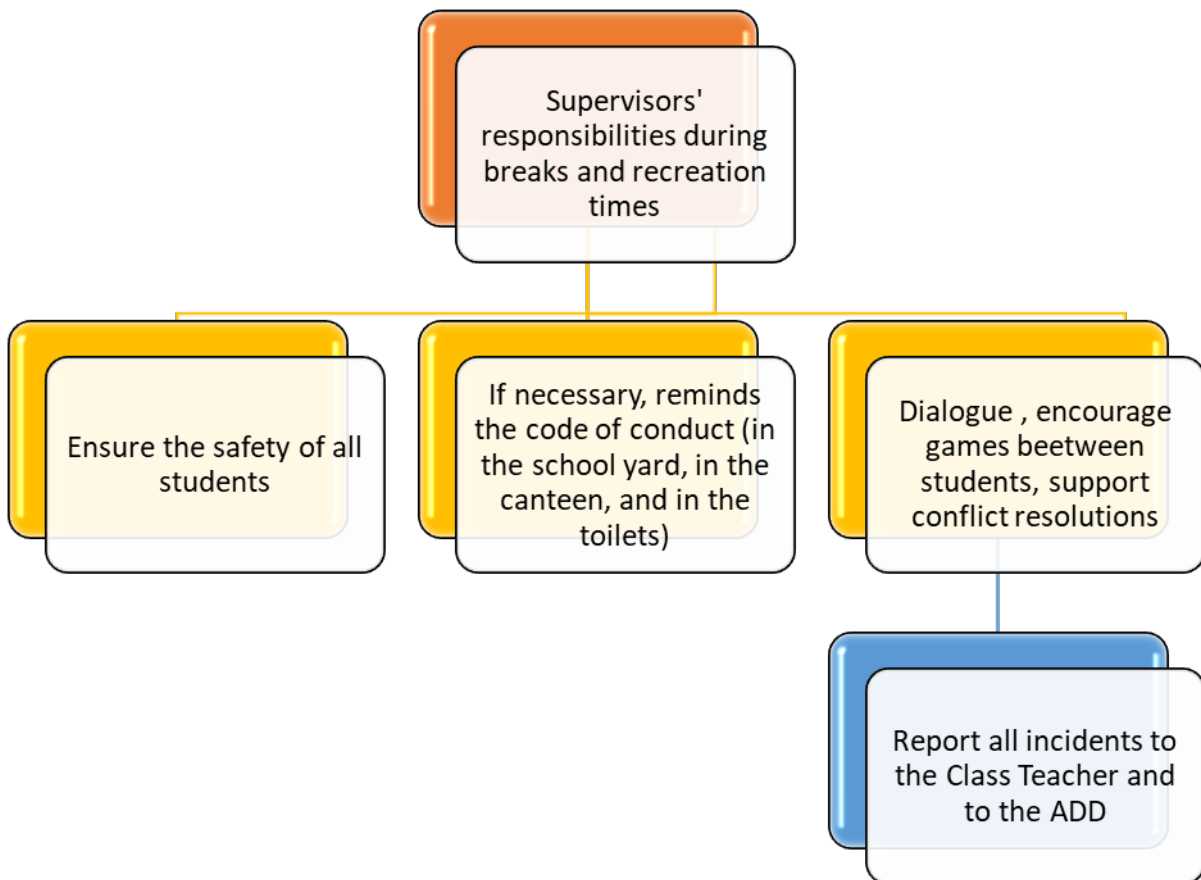
Disciplinary measures listed from point 3 to 8 are entered in the pupil's personal file. The school will develop a retention policy for each of these records so as to have a fair and transparent system applicable to all pupils.

In a serious case, involving a risk to safety or health in the school, the Director may, as a precaution, return a pupil to the care of his/her legal representatives pending the convening of the Discipline Council.

Information about Disciplinary Councils may be found in Article 40 to 44 of the General Rules of the European Schools and this includes the possibility of appeal against a temporary exclusion.

7. Supervisor's responsibilities during break/recreation times

Description of the supervisor's tasks



OUR GOLDEN RULES



- **One for all and all for one.** We behave in a way that allows everyone to work and play in harmony in a spirit of solidarity and cooperation.
- **No to violence, yes to friendship!** We express ourselves and behave respectfully and politely and politely by renouncing any form of physical, verbal or psychological violence.
- **Don't make fun of classmates, have fun with them. None of us is perfect.** Each one of us is unique and precious we are all equal and worthy of respect despite our differences.
- **Let us be calm and happy.** We act and move calmly through the school for our own happiness, safety and well-being.
- **Giving respect and receiving respect.** We respect ourselves, our school, our personal belongings, the work of others and the displays.

Annex 2: PUPIL CODE OF CONDUCT - INTERNAL RULES

EEB3: PUPIL CODE OF CONDUCT

I understand and agree that:

1. I will show respect for myself, my peers, my teachers and all other members of the school community and neighbourhood.
2. I will work to the very best of my ability and allow others to do the same. I will not disturb my classmates.
3. I will arrive at school and in class on time, with my ID card, books, materials, homework and agenda.
4. I will dress in an appropriate manner suitable for school not to cause disturbance, distraction or offence.
5. I will behave politely and in a manner appropriate to a public place
6. I will not use profane or vulgar language or gestures, or make offensive comments of a racial, ethnic, religious, gender or sexual nature.
7. I will not fight, use force or intimidate any member of the school community, nor bring any dangerous objects or a weapon of any kind to school.
8. I will not bring to school, distribute at school or use in school any drug, including alcohol, nor enter school under the influence of one.
9. I will not smoke on the school site.
10. I will read our internal rules "Living Together" (www.eeb3.eu) and I will respect them.
11. I will not forget the points which help us to live in an orderly and pleasant school (see 'Points to remember' on the back of this sheet)
12. I understand that sanctions may be applied in accordance with the Internal Rules and the Good Behaviour Policy. I understand that the aim of such sanctions is to improve the behavior that led to the sanction/s.
13. I will accept any sanctions given in accordance with the Internal Rules, and will improve the behaviour that led to this sanction
14. I will not take or share pictures or videos without the express consent of other people
15. I will respect the rules of good behavior as stated in the EEB3 ICT charter

X.....

(cut here and take this to the Educational Advisor)

I have read and understand and accept the EEB 3 Code of Conduct. I understand that it is my responsibility as a pupil and representative of the European School to follow this code, and I am aware of the fact that sanctions will be applied if I do not.

I, the undersigned, pupil (name).....in class.....
 declares to have read the rules of procedure and to have understood the rules and principles.
 I undertake to respect them throughout my schooling.
 Signature:

I/We, the undersigned parents/legal representatives
 From the pupil (name of the pupil)declare that they have **read the rules of procedure in our presence and that they have understood the rules and principles.**
 He/she therefore undertakes to respect them throughout his/her schooling.
 Signature(s).....

Annex 3: POINTS TO REMEMBER

- Always carry your exit card with you
- Arrive punctually to all your lessons (being late for class on 3 occasions will count as one absence without a reasonable explanation)
- Always carry the necessary material/equipment for your classes
- Only go to your locker at the times permitted (10 minutes before the start of the 1st period, 4th period and 7th period)
- Leave any valuable objects at home or in your locker
- Hand in the explanation for your absence on the second day of your absence at the latest otherwise the explanation cannot be accepted
- Go to the Study Room if your teacher is absent (s1, s2, s3)
- Go to the Relaxation Room (Amphi) if you have a free lesson during the day so that you can choose where you want to go (s1, s2, s3)
- If you have to leave school during the lessons bring a note from your parents in advance in order to get permission
- Speak to the Educational Advisor for your year if you have lost or forgotten your exit card
- Do not bring your own footballs on to the school premises
- Photographs and video must not be taken in the school grounds
- Do not play truant, otherwise:
 - your exit card will be taken from you immediately
 - you will be given a detention
 - if truancy repeats itself, you will have a second detention and a warning letter from the Director
 - in the rare cases of repeated truanancies, you will have to appear before the Discipline Council

Note: truancy refers to isolated periods of absence from lessons during the day which cannot be reasonably explained and are not expressly authorised by the Educational Advisor or the Deputy Director of the Secondary Cycle. Arriving at a lesson 5 or more minutes late on 3 occasions will count as one absence which is not reasonably justified.