Positive Behaviour Policy

 

BALBRIGGAN

COMMUNITY COLLEGE

 Principal:  Mr Emmet Sheridan

**SCOPE OF POLICY**

This code applies to the students of Balbriggan Community College and relates to all school activities both during and outside of normal school hours. The School has the right to protect its good name and the code will apply in circumstances where the schools good name is brought into disrepute.

**MISSION STATEMENT OF POSITIVE BEHAVIOUR POLICY**

This policy has been developed in line with the mission statement of the College which has at its core the care of the student. The school strives to provide a safe secure learning environment for the development of all our students. Many people work together in our school each day and therefore respect, courtesy and consideration for each other is necessary. The code is based on the recognition of students as an individual and yet creates an environment in which the welfare of all is protected. Behaviour which is ill mannered, distracting, dangerous or disruptive cannot be allowed.

This policy has been constructed by School Management and staff in partnership with the student council, parents council and Board of Management.

**GOALS/ OBJECTIVES OF THIS POLICY**

**The aims of our policy of positive behaviour are for all of our school community to:**

 **BE READY**

**BE RESPECTFUL**

**BE RESPONSIBLE**

* To create a positive and safe environment for teaching and learning.
* To create a climate that encourages and reinforces good behaviour
* To maintain good order throughout the school, respect for each person in the school and the school environment.
* To develop interpersonal skills which will help students to work co-operatively, give them the ability to solve problems, develop relationships and resolve conflict in a positive manner.
* To build positive relationships of mutual respect and mutual support among students, staff and parents.
* To outline the strategies to be used to prevent expectations not being met and the ways in which positive behaviour is acknowledged.
* To outline the interventions to be used when a student repeatedly misbehaves.

**ROLES AND RESPONSIBILITIES:**

The school climate and environment are created by the actions and behaviour of everyone in the school. Each member has a responsibility to promote good behaviour and to strengthen positive relationships of respect and trust

**ROLE OF:**

**PARENTS/GUARDIANS**

*The school acknowledges the role of parents/guardians in the development and operation of the code of Behaviour and expects them to support the code and encourage their son/daughter to uphold it*.

Parents/guardians are expected:

1. To read all policies/guidelines which are published by the school and support their student in adhering to them.
2. Assist their children in developing a good habit of attendance and punctuality.
3. Check journals to see that all homework – written and learning – is completed, and sign any notes from teachers. Sign journal each week.
4. Ensure their children arrive to school each day in full uniform.
5. To provide notes to explain their children’s absences. If student is to be absent for an extended period, please ring school to inform year head.
6. To attend Parent-Teacher meetings.
7. Parents should ensure their children arrived to school with adequate supplies of stationary and pens.
8. To encourage a positive attitude towards school and education at all times.
9. To ensure their children acknowledge and understand the roles and responsibilities of auxiliary staff.
10. To encourage their children to practice positive housekeeping habits at home and in school.
11. To help motivate their children to build relationships with their teachers and peers through extracurricular activities.
12. To actively participate in monitoring and reviewing their children’s progress through Vsware.

**TEACHERS:**

The quality of relationships between teachers and students is a powerful influence on behaviour in the school. The code fosters relationships of trust between students and teachers. The school acknowledges the role of teachers in the development and operation of the Code of Behaviour. The school recognises that a teacher’s main focus is in the area of teaching and learning, but they also have a pivotal role to play in the Well Being and behaviour management. Subject teachers, Tutors, Year Heads, Guidance Counsellor, Support Teachers, HSCL, Pastoral care team, Deputy Principal and principal all have specific roles to play in upholding the code.

**OTHER STAFF**

The school acknowledges the contribution of ancillary staff in the day to day running of the school. They too have a part to play in the successful day to day running of the school. They too have apart to play in the successful operation of our Code of Behaviour. In particular, they have a responsibility to report incidents of misbehaviour and examples of positive behaviour they witness and act as positive role models in the school environment.

**BOARD OF MANAGEMENT**

This policy is developed by the Stakeholders in the school and then formally approved with the authority of the school’s Board of Management. The stakeholders in the school include the Students, Parents, Teachers, and Leadership Team. The Board of Management and DDLETB have responsibility for the implementation of the policy in a fair and equitable manner. The policy sits along side the Suspension and Exclusion Policy.

**ROLE OF STUDENTS**

School rules/expectations apply whenever you are wearing the school uniform, on your way to and from school, when representing the school or when engaged in any school activity. School rules/expectations describe how to behave in order to learn well and are there to safeguard the students right to learn and teachers right to teach in a caring, safe and respectful environment. Students are expected to *Be Ready* for school, *Be Respectful* to all others and others property in the school community and to *Be Responsible* in ensuring that they meet the expectations set out to them

**Student Expectations are:**

* That you attend school punctually each day according to the school calendar
* That you come to school in full uniform, clean and tidy.
* That you have respect for people and property that you do your best in class and at your homework.
* That you come to school properly prepared for all your subjects
* That you act in an appropriate manner around the school.
* Allow teachers to teach and students to learn.
* That you acknowledge and respect the roles and responsibilities of all staff, including cleaning and maintenance staff.

The matrix below is an integral part of setting out the expectations for students.

**SCHOOL RULES/EXPECTATIONS EXPLAINED**

1. **THAT YOU COME TO SCHOOL EVERY DAY AND ARRIVE ON TIME. THIS MEANS:**
* That you are in the school at 8:40 daily for time to go to locker and go to registration at 8:50
* That you attend school every day unless it is absolutely unavoidable
* Absent without permission is regarded as being a particularly serious transgression of the rules
* That if you miss school you bring a note in your School Journal from your parent/guardian on your return to school and present to your Class Tutor or Liz in the attendance office.
* That if you are unavoidably late, you bring a note from your parent/guardian and get your School Journal signed at the school office
* That if you are sick during the school day and need to leave the school, a parent (or authorised adult) must collect you
* That if you must leave school during the day you must get the parental note signed by the teacher prior to signing out at the office
* That you proceed to all classes without delay and arrive on time
* That you do not go to the toilets/lockers between or during classes (unless a teacher has asked you to do it.
* That you behave yourself on your way to and from school
* That you enter the school through the designated door

**BECAUSE**

* Time missed is hard to make up
* The school is entitled to an explanation for your absences
* It is expected that a late arrival to school be explained out of courtesy
* Arriving late for class wastes your time, the teacher’s time and class time
* Going to the toilets/lockers during or between classes disrupts class
* The school rules apply on your way to and from school and during lunch break
1. **THAT YOU COME TO SCHOOL IN FULL UNIFORM, CLEAN AND TIDY. THIS MEANS:**
* You wear the full school uniform in school at all times except when otherwise directed by the school
* You are required to bring and to wear the specified sports gear for participation in timetabled PE classes, sports training and sports competitions
* Hats and gloves are removed indoors
* Coats, and jackets must be removed if requested by the teacher to do so

**BECAUSE**

* You should wear your uniform with pride, be dressed suitably for school activities and be good ambassador when representing the school
* Wearing hats, scarfs and gloves inside raises the body temperature and subsequently offers little protection against the cold.
1. **THAT YOU HAVE RESPECT FOR PEOPLE AND FOR PROPERTY. THIS MEANS:**
* Walk on the left
* Take quickest route to class
* Use your inside voice
* Hold doors open for others
* Give other students space
* Be polite
* Being helpful and treating other students, all staff and visitors to the school with good manners and respect
* Respecting the instructions of your teachers and staff
* Any form of bullying is unacceptable
* That you should proceed in an orderly fashion around the corridors
* That you put litter in the correct bins in classrooms, in social areas and in the school grounds
* That you respect the school property and the property of other people
* Reporting any accidental damage, you may have caused or seen to the main office

**BECAUSE**

* Like you, other students are entitled to good manners and respect
* Teachers are entitled to your respect and co-operation
* Bullying causes fear, hurt and misery
* Rough behaviour can lead to accident or injury
* Offensive or abusive language shows disrespect and can cause hurt
* Keeping the school environment pleasant and litter free is everyone’s responsibility
* You would expect the same respect for your property
* The school authorities might have no other way of knowing if damage is caused to property or equipment
1. **THAT YOU DO YOUR BEST IN CLASS AND AT YOUR HOMEWORK. THIS MEANS:**
* Be on time for class
* Allow teachers to teach and classmates to learn
* Line up outside the classroom
* Have all necessary books and equipment
* Have journal on the desk from the beginning of class
* Be ready to start work
* Be responsible for your own learning and do your best.
* That you listen in class to your teachers
* That you contribute to class and participate in class to the best of your ability
* That you do not interfere with teaching and learning
* That you don’t disturb the class
* That you sit in an orderly manner at all times
* That you do your homework each night, written and oral and to an acceptable standard
* That you always have your school journal with you and take down your homework in it
* That you get it signed by your parent/guardian each week
* That if you need to leave your classroom, you must get permission from your teacher with a note of explanation in your school journal
* If you are required by another teacher, that teacher must note this in your school journal and you must present this note to your timetabled teacher at the start of the class
* That you help keep your classrooms tidy

**BECAUSE**

* The teacher is trying to help you
* Disturbing the class is unfair to others who wish to learn
* Homework is a back-up to the work done in class
* Your school journal helps you remember what you have to do
* Getting your school journal signed lets your parents see how you are getting on
* Getting your school journal signed to leave the classroom helps keep a record of your time missed and lets other teachers know that you have permission to be out of class
* It is important to take responsibility for tidying up after ourselves
1. **THAT YOU COME IN PROPERLY PREPARED FOR YOUR SUBJECTS. THIS MEANS:**
* Have all necessary books and equipment
* Be ready to start work
* That you have the proper pens, books and copies required for each class
* That you bring in any special materials and equipment needed for class
* All bags, books and students journal be kept in good condition and free of graffiti
* That you are responsible for your own property

**BECAUSE**

* It only wastes time if you haven’t got your pens, books etc.
* It is impossible to do the subject without the materials/equipment needed
* Graffiti can offend
* Neatness helps students stay organised. You are old enough now to look after your own property. Label clearly each item of personal property
1. **THAT YOU ACT IN AN APPROPRIATE MANNER AROUND THE SCHOOL. THIS MEANS:**
* Take the quickest route to class
* You proceed quickly and quietly to each class, keeping to the left
* You wait quietly for your teacher while lining up outside the classroom
* You should walk on the left side of the corridors and you should avoid pushing or jostling other students and you should avoid loud and unruly behaviour both inside and outside classrooms
* You go to your locker only before registration begins in the morning, at small break time, at lunchtime and at the end of the school day
* Use toilets and leave during break times or at any other times
* That eating and drinking is allowed only in the canteen area and only at lunch time
* Taking your break in the manner and area specified and obeying the instructions of the teacher on duty
* Respect school property
* Report to a teacher should you notice graffiti or damage to school
* That chewing gum is totally forbidden in the school building and grounds
* That you do not bring cigarettes, e-cigarettes, lighters or matches to school
* That there is an absolute ban on knives, lasers and any type of offensive weapons
* That you leave your mobile phone in your locker, powered off, during the school day as the use of mobile phones is not permitted at any time
* That you leave all electronic devices at home
* That the production, display or circulation eg via Facebook and internet, of written words, pictures or other materials which may intimidate, embarrass or erode the reputation of another person is totally unacceptable
* Alcohol and illegal substances are totally forbidden
* Smoking and vaping is forbidden on school campus when representing the school or when engaged in school activity
* You may not photograph or record in school without your teacher’s permission.
* Personal devices cannot be used at any time.

**BECAUSE**

* Orderly behaviour helps to run the school smoothly
* Going to the locker during or between classes detracts from learning and disrupts others
* Loitering in toilets leads to congestion
* Specified times and places for eating/drinking helps to keep the school clean and pleasant
* Obeying break time rules and teachers’ instructions is safer and helps with supervision
* Others have to use the school property and repairs and replacements are expensive
* Everyone is responsible for helping to keep the school environment pleasant
* Chewing gum destroys flooring, school furniture, tarmac etc. It is a possible health hazard
* Smoking on the school campus is prohibited by law, and besides, it is unhealthy and dangerous. Vaping is prohibited on campus due to health risk.
* The use of mobile phones and other electronic devices is disruptive during school time
* Matches and lighters are dangerous. Also, this makes it easier not to be tempted to smoke
* Knives, lasers etc. are banned for very obvious reasons
* Students and staff should be able to come to school without fear of being photographed or recorded without their permission
* Substance abuse is dangerous, unhealthy, addictive and illegal. It can cause misery and in the longer term may even destroy a young person’s life

**PREVENTATIVE MEASURES**

In Balbriggan Community College students will be encouraged in their efforts to uphold the Code of Behaviour by use of the following measures:

(a) The Positive Behaviour Policy will be published on the school website and a summarised version is published in the student’s journal. Students and their parents/guardians are asked to read it and to sign their agreement with the content when registering. By doing so they acknowledge their support and co-operation with it. This is to ensure that parents and students understand what our rules are, why they must be adhered to and what procedures will be followed if the rules are not upheld.

Aspects of the code are explained at the information meeting held each year for parents of incoming First Years. Parents are encouraged to contact their son/daughter’s Tutor or Year Head if they wish to raise a concern about a behavioural matter. Parents/guardians are invited to get involved in the Parents’ Association or to avail themselves of the meetings organised by the association.

(b) At the start of each school year, the Positive Behaviour Policy is explained to all students. This is done as to give students the opportunity to think about behaviour, learning and rules so that they can understand what the Code of Behaviour means for them.

(c) At the beginning of the school year teachers are brought through the main aspects of the implementation of the policy. This is done to promote consistency of practice.

(d) We recognise in Balbriggan Community College that effective teaching and learning are closely linked to good behaviour. When students are engaged and motivated to learn, it is more likely that their behaviour will be positive. Teachers are encouraged to participate in continuous professional development. Within school, staff development includes exploring different teaching methods such as Assessment for Learning and differentiation. Regular Subject Department meetings address curriculum needs and promote collegiality among staff.

(e) School rules and the reason for them are discussed as part of the schools pastoral care programme or as part of SPHE. The notion of tolerance for others, self-control, a sense of fairness and the principles of natural justice are also discussed as part of the Religious Education programme in the school

(f) Issues such as Bullying, Racism, Sexism, Harassment, Violence, and Substance Misuse are discussed with the students during their time in our school, using current legislation, current affairs and outside speakers. This is to help the students better understand these issues so that they can base their thinking, understanding and action on factual information and in the line with the values espoused in our school.

(h) The school’s Anti-Bullying policy, which will be published on the school website, sets out the actions taken in relation to alleged breaches of the policy. Each year in the school we have a Well Being Week, which focuses the school community on promoting positive behaviour

**REWARDS**

In our school, teachers use the following methods to reward students for upholding the code of conduct:

* Positive marks awarded in Vsware (Student Database) for specific goals. This allows Year Heads to reinforce positive behaviour and give rewards accordingly.
* Verbal praise of student by teacher privately
* Positive comment regarding the student to tutor or year head
* Verbal praise of student at assembly or on intercom
* Leadership role given to students as Prefects and as Student Council members
* Class outing related to the curriculum
* Positive Behaviour Points on VsWare to student
* Brief, positive note in journal or phone call to parents
* Highlight curricular/extra-curricular achievements on notice boards in classrooms and corridors
* Display of student’s work around the school
* Highlight curricular/extra-curricular achievements in school newsletter or on digital signage
* Highlight curricular/extra-curricular achievements on school website or in local newspaper

**STUDENTS WITH BEHAVIOURAL AND SPECIAL EDUCATIONAL NEEDS**

Rewards for students with special educational needs should take account of their particular learning styles. For all students and especially those with learning difficulties, a reward will have an impact when it is closely linked in time to the behaviour that is being rewarded.

**STRATEGIES AND SANCTIONS**

The purpose of these strategies and sanctions is to bring about a change in behaviour. They help students to learn that their behaviour is unacceptable and to learn to take responsibility for their behaviour.

The following strategies and sanctions are used so that our students understand that they have choices about their own behaviour but also that they cannot choose the consequences.

They are scaled so as to take account of nature of the incident, the situation leading up to the incident and are implemented by the staff of the school in accordance with our system of referral.

These may be applied but not necessarily in the order listed:

Teacher Sanctions

* A reminder or caution to the student
* Interview or talk with the student outlining the expected behaviour
* Alter the seating arrangement or move the student seat
* Carrying out a useful task in school
* Extra appropriate work assignment
* Student to present to the teacher before school or at break with the work complete and/or an apology
* Note in Student Journal
* Behaviour to be recorded on VsWare with actions taken by teacher
* Write up a Serious Misconduct Behaviour sheet (Green)
* Class teacher detention and recorded in Vsware
* Telephone call to parents
* Yearhead Detentions

Yearhead Sanctions

* Interview or talk with the student outlining the expected behaviour
* Carrying out a useful task in school
* A fine to cover the cost of repair or replacement
* Suspension of privilege e.g Team Sports, trips, extra-curricular, leadership roles in school
* Telephone call to parents

Strategies and sanctions for more serious incidents or for consistent breaches of our policy of Positive Behaviour include the following. These may be applied but not necessarily in the order listed.

* Giving the student a piece of written work to do in which they have to outline in what has occurred, the effects this breach had on themselves and on other members of the school community and how they can avoid a repeat of this behaviour.
* Referral to Year Head
* Telephone call to parents
* Formal letter home
* Year Head Detention
* Weekly report
* Refer student to Deputy Principal/Principal
* Principal/Deputy Principal Detention (extended)
* Meeting with parents
* Removal from class
* Referral to level 3 Behaviour for Learning Teacher
* Discipline Board Meeting
* Contract between school, student, and parent
* Suspension from school (see Suspension and Expulsion policy)

**REFERRAL**

The basic principle of referral system is that the higher up the ladder an incident is dealt with, the more serious it is viewed. The ladder of referral involves all staff in the implementation of the Code of Behaviour in a day to day and practical way. It gives an ownership of the policy to all staff and it is appropriate that they be involved as they operate it on an ongoing basis.

If a student has a problem which is contributing to their inability to uphold the policy of Positive Behaviour then the following referrals may be made:

* Referral to Year head
* Referral to Deputy Principal
* Referral to Principal
* Referral to Level 3 Behaviour for Learning teacher.
* Referral to Guidance Counsellor
* Referral to psychologist for testing and/or help in behaviour modification

TUTORS

Tutors role in Balbriggan CC is a pastoral care role. They will link in with students on a regular basis and offer supports to students as required. They meet weekly with a students year head and give feedback on concerns and progress. They do not play a role in student discipline.

***STEP 1* THE SUBJECT TEACHER**

The subject teacher is the frontline source of help for students. As a leader of learning and someone with an established relationship of trust, the subject teacher will have a strong influence with students. Each teacher has the responsibility for managing behaviour in his/her own classroom and will deal with routine incidents of misbehaviour through classroom management strategies. The Class Tutor will also advise and guide the student to reflect on deviant behaviour with a view to changing to more positive behaviours. More serious offences should be dealt with under Step 2 of our referral system.

***STEP 2* THE YEAR HEAD**

Each Year Group is assigned a teacher with special responsibility for them. He/she has a pastoral and disciplinary role to play with the class group that make up this year group.

***STEP 3:* THE DEPUTY PRINCIPAL OR PRINCIPAL**

Students whose behaviour has not been modified despite the school’s best efforts will be referred by the Year head to the Deputy Principal/Principal. If the Deputy Principal or Principal decides that a suspension is warranted the procedures in our policy on suspension and expulsion will be followed.

Student files are kept in the main office. Contracts and weekly reports are filed, as are copies of letters sent home and contents of telephone conversations and meetings with parents relating to sanctions and interventions.

**PROCEDURES IN THE EVENT OF CONSISTENT BREACHES OF THE CODE OF CONDUCT**

1. Detention, withdrawal of privileges from a student or withdrawal from class or weekly report or contract may be used for specific transgressions e.g. poor punctuality, homework not done, unsatisfactory behaviour on the playing field etc.
2. The care team may refer student to Behaviour for Learning teacher (level 3)
3. If a student isn’t wearing the correct uniform he/she should have a note of explanation, if satisfactory explanation is provided, a uniform pass will be issued for the day.
4. Students who are found using a mobile phone on the school premises or its surrounds during the school day will be asked to surrender it for a period of one week, and it will be returned only to a parent. Please refer to Mobile phone/Electronic device policy.
5. There will be cases of indiscipline that will require the Principal/Deputy Principal to act independently of the above procedures to maintain the safety of a student or staff.

(i) Physical Threat to a **teacher**, **member of staff** or **another student**

(ii) Major Safety Issue

1. The Principal/Deputy Principal will make the final decision if the school is confident enough about the standard of behaviour of a student to take him on a school tour, especially an overnight tour.
2. The Principal has the authority to suspend a student for up to three days if this is deemed necessary. This may be extended to five days in consultation with the chairperson of the Board of Management.
3. In the case of a student who continues to misbehave, the student’s case may be brought before the Board of Management
4. The Board of Management may advise the permanent exclusion of a student following the procedures laid out in the attached Suspension and Expulsions Policy and Procedures.
5. The school reserves the right to withdraw a student from an extra-curricular activity or from any other privilege of the school’s choice if the said student is in breach of school rules or regulations. A partial refund of fees may occasionally apply.

**IMPLEMENTATION**

All registered students of the school have a summarised version of the policy of Positive Behaviour in their school journal. The policy will be published in its entirety on the school website and is also available from the school upon request.

At the beginning of each year each class is brought through the of Positive Behaviour policy. This is done so as to give students the opportunity to think and talk about behaviour, learning and rules so that they can understand what the Code of behaviour means for them. At the beginning of the school year teachers are also brought through the main aspects of the implementation of the policy. This is done to promote consistency of practice.

This Positive Behaviour policy was drawn up in consultation with the parents, students, staff and management of Balbriggan Community College. The code is monitored on a regular basis. Aspects of the code are discussed formally at year Head, Staff, Department and Committee meetings. Teachers are encouraged to communicate concerns and suggestions to the pastoral team.

GRID OF POSSIBLE MISCONDUCTS AND SANCTIONS

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Misconduct** | **Possible Sanctions** |
| **S1** | **Low level**  | Occasional non-presentation of homework | Visual warning (e.g. approach student, eye |
|  |  | Occasional/once-oﬀ forgetting equipment/ | contact) |
|  |  | work | Verbal warning |
|  |  | Occasional talking | Written warning in Journal |
|  |  |  |  Written warning on Vsware |
|  |  | Swinging on chair |  |
|  |  | Plagiarism | Ask student to suggest sanction |
|  |  |  | Extra work – to be presented the following |
|  |  |  | day |
|  |  |  | Reflection sheets |
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| **S2** | **Low Level**  | Uniform | Parent bring in missing item or student goes home after parent is contacted to get proper uniform.Non school item confiscated and returned to parent |
|  |  | Late for classPersistent S1 behaviour  | Pay back time (when students make up for lost time)Teacher Detention |
|  |  | Producing insufficient work in class |  |
|  |  | Unnecessary absence from class |  |
|  |  | Low level provocation/antagonizing |  |
|  |  | Using Phone on school campus | Hand up phone  |
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| **S3** | **Mid level**  | Persistent low level | Use of referral system after 3 misconducts and actions taken |
|  |  | Any regular oﬀence from list above |  |
|  |  | Significantly late for class ( more than 20 mins without reasonable excuse) | Community service/clean-up (\*\*) |
|  |  |  | Detention (\*\*) |
|  |  |  | Note in journal |
|  |  |  | Informal word to tutor/year head |
|  |  |  | Time-out |
|  |  |  | Removal of privileges (e.g. having to sit |
|  |  |  | outside staﬀroom during breaktime) |
|  |  |  | Placed on report by year head |
| **S4** | **Mid Level**  | Absent from class without just cause | Detention/ Meeting with Parent/Guardian |
|  |  | Smoking (illegal) or Vaping | Dealt with under schools’ suspension and exclusion policy |
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| **S5** | **High level**  | TheftFightingPersistent BullyingFoul/Abusive language to staffRacist/homophobic commentsSexual Harassment | Use of emergency path of referral systemApplication of Anti-bullying policy for bullying behaviourPlaced on a contractMatter dealt with under school’s suspension and exclusion policy |
|  |  | Possession of drugs/illegal items e.g knives | Matter dealt with under school’s suspension and exclusion policy |
|  |  | Possession (On person/in bag, locker etc) or use of illegal substances | Matter dealt with under school’s suspension and exclusion policy and substance abuse policy |