



CODE OF POSITIVE BEHAVIOUR

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INTRODUCTION

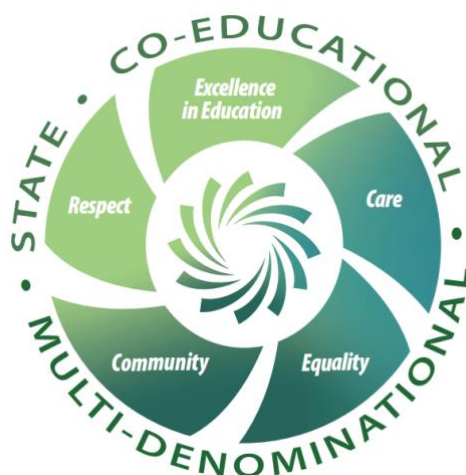
Balbriggan Community College is a thriving, learner-centred and successful secondary school, situated in the Coastal town of Balbriggan, North Co. Dublin. Our core aim is to nurture the creative talents of all our students and inspire confident learners who will flourish in third level education and the world of work. The school is a DEIS (Delivering Equality of Opportunity in Schools) school which operates under the patronage of the DDLETB. We are a multicultural and diverse community.

Mission Statement:

To develop fully the moral, intellectual, and physical potential of each student in an atmosphere of mutual respect, in a safe and supportive environment, so as to facilitate the development of confident, competent individuals prepared for the demands of and ready to contribute to society.

Ethos:

ETB schools are state, co-educational, multidenominational schools underpinned by five core values: Excellence in Education, Care, Equality, Community and Respect. ETB schools are under the patronage of the local Education and Training Boards (ETBs) who are the largest provider of multidenominational education in Ireland. ETB schools give equal opportunities to all students in the communities they serve and strive to provide high-quality education through respectful, positive, supportive and responsive learning environments.



GOALS/ OBJECTIVES OF THIS POLICY

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

BE READY, BE RESPECTFUL AND 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.

SCHOOL EXPECTATIONS – 3 R’S:

	<i>READY</i>	<i>RESPECTFUL</i>	<i>RESPONSIBLE</i>
<i>CLASSROOM</i>	<ul style="list-style-type: none"> • Be on time for class • Line up in single file • Have all necessary books and equipment for class, including PE gear • Have journal on desk • Be ready to start work 	<ul style="list-style-type: none"> • Follow all staff requests • One voice, hands up and listen • Be prepared • Respect and support each other 	<ul style="list-style-type: none"> • Be responsible for your own learning and do your best • Allow your teachers to teach and your classmates to learn • Look after your classroom and equipment
<i>CORRIDOR</i>	<ul style="list-style-type: none"> • Walk on the left • Take the quickest route to class 	<ul style="list-style-type: none"> • Use your inside voice • Hold doors open for others • Give other students space • Be polite 	<ul style="list-style-type: none"> • Keep moving: go directly to class • Follow all staff requests • Have a corridor pass when needed
<i>SOCIAL AREAS</i>	<ul style="list-style-type: none"> • Leave social area on time for class • Stay in your own social area • Follow all staff requests 	<ul style="list-style-type: none"> • Use your inside voice • Use respectful language • Give other students space 	<ul style="list-style-type: none"> • Keep your hands and feet to yourself • Put rubbish into bins – recycling/waste
<i>LOCKERS</i>	<ul style="list-style-type: none"> • Use lockers before and after school, and at break and lunchtime only • In and out as quick as possible 	<ul style="list-style-type: none"> • Take turns at lockers • Respect all students’ lockers 	<ul style="list-style-type: none"> • Lock your locker • Keep your locker tidy • Report any damages to staff
<i>CANTEEN</i>	<ul style="list-style-type: none"> • Queue in an orderly manner • Be patient and calm 	<ul style="list-style-type: none"> • Say please and thank you • Inside voice • Be mindful of your safety and the safety of others 	<ul style="list-style-type: none"> • Put rubbish into bins – recycling/waste • Finish food and drink before you leave the canteen
<i>TOILETS</i>	<ul style="list-style-type: none"> • Use toilet at appropriate times 	<ul style="list-style-type: none"> • Keep toilets clean and tidy • Flush toilet • Wash hands 	<ul style="list-style-type: none"> • Inform staff if toilets need attention

RESTORATIVE APPROACH:

At all times, during all interactions, the school endeavours to employ a restorative approach to promote positive behaviour. A restorative approach is at the core of our school's policy. Approaching behaviour restoratively allows students to reflect on their behaviour and how it has affected them or others. It helps develop and sustain a happy and caring school environment by actively developing positive relationships, preventing the escalation of conflict and supporting students to navigate conflict in a healthy way. It creates an ethos of respect, equity and inclusion and gives students the opportunity to be accountable and take responsibility for their behaviour.

Restorative Questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

Traditional Discipline

Viewed in terms of rule breaking. Focus on placing blame or guilt.

Authority figure with power to decide on penalty, Accountability = punishment
Punishment to deter.

The needs of those affected often ignored

Wrong doer feels hard done by.
Victim is not involved and may feel powerless

Resentment, denial, anger, fear, revenge are common feelings during and after the process

Restorative Approach

Viewed in terms of harm done to others. Focus on establishing responsibility and path forward.

Dialogue involving all parties involved.
Accountability = working to put things right
Repair, Apology and Reparation

The unmet needs behind the behaviour are addressed

Opportunity to face up to poor decisions.
Victim is involved in process and contribution to outcome.

Empowerment, honesty, openness,
Opportunity to move on, peace of mind after process.

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.

WHOLE SCHOOL AND CURRICULUM PROMOTION OF POSITIVE BEHAVIOUR:

- The Code of Positive Behaviour is made available to parents /guardians of all new entrants to our school, and they are asked to review it and sign their acceptance and commitment to cooperate and support the code. 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. The Positive Behaviour Policy will be published on the school website and a summarised version is published in the student's journal. At the start of every academic year each parent/guardian from all years will be asked to complete a Microsoft Form indicating they have read the policy.
- At the start of each new academic year, a whole-staff workshop is conducted in relation to the content and implementation of the code.
- At the start of each new academic year/induction process and throughout the year, every class is explicitly taught the expectations of behaviour as outlined in this code and any amendments are highlighted.
- School expectations and reasons for these are discussed as part of the school's wellbeing programme. A synopsis of the expectations is included in the school journal and must be signed on annual basis by students and their parents/guardians.
- Expectations are visible in every area of our school, classroom, canteen, corridor, lockers and toilets. School expectations are reinforced and modelled by every class teacher in their lessons and interactions.
- The notion of tolerance for others, self-control, equity, a sense of fairness and the principles of natural justice are discussed as part of the religious education and SPHE programmes in the school.
- Issues such as bullying, racism, sexism, harassment, violence, substance misuse etc. are discussed with the students during their time in our school using SPHE, CSPE, particular programmes, current affairs and/or outside speakers.
- Emphasis on restoration of relationships when difficulties arise is at the core of our code.
- The Student Support Team, Guidance Team, AEN Team, Behaviour for Learning, School Completion Programme, Home School Community Liaison, Year Head and Class Tutor system are in place to support students who need additional support to meet behaviour expectations.
- The emphasis on student voice and leadership motivates students to maintain high standards of behaviour and to aspire to be good role models, e.g., prefect system, student council, student voice on committees/initiatives.

- Emphasis on recording students meeting expectations where possible: on VShare, in student journals, phone calls home etc.
- Every half term assembly led by year heads will incorporate the importance of positive behaviour.
- Use of website and social media to promote positive behaviour and to celebrate success.

ROLE OF STUDENTS IN PROMOTION OF POSITIVE BEHAVIOUR:

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.

ROLE OF CLASSROOM TEACHER IN PROMOTION OF POSITIVE BEHAVIOUR:

- Developing and maintaining mutually respectful and professional relationships between students, parents/guardians and colleagues.
- Approaching conflict and treating students in a professional manner and with the same level of respect expected of students.
- Being prepared for all classes, with effectively planned and carefully structured lessons.
- Implementing appropriate, engaging teaching strategies and mixed methodologies to include all students, and to facilitate a classroom environment where all students are provided the opportunity to achieve their potential.
- Providing opportunities for all students to experience success, regardless of ability.
- Professionally following and implementing the ladder of referral in a consistent, effective, fair and helpful manner.

- Providing the space and opportunity for authentic student reflection and accountability.
- Promoting positive behaviour, cooperation, and wellbeing by promoting and/or getting involved with 'Themed' weeks, e.g. Wellbeing Week, Mental Health Week, Maths Week, Science Week, College Awareness Week etc.
- Reflecting on their practice regularly to ensure the needs of all students are being met.
- Approaching conflict with a restorative approach, modelling appropriate interactions and healthy conflict management.
- Helping students navigate difficulties by modelling forgiveness, accountability and restoration.
- Developing supportive and collaborative relationships with colleagues, sharing good practice to support student needs

ROLE OF TUTOR IN PROMOTION OF POSITIVE BEHAVIOUR:

- Tutors meet students every morning for Tutorial Class where, as part of their role, they take attendance, check uniforms, receive notes from home, check journals etc.
- Tutors explicitly teach and reinforce behavioural expectations.
- Tutors address issues or difficulties that arise and advocate on behalf of their students.
- Tutors offer support to teachers with a view to restoring/developing positive relationships between students and teachers.
- Tutors liaise between students and others should relational difficulties arise, seeking to facilitate and encourage restoration of relationships and repairing of harm.
- Tutors collaborate with others to support student needs, e.g., classroom teachers, year heads, Student Support Team, Care Team, Guidance Team, Home School Community Liaison, School Completion Programme etc.
- Tutors seek to develop and maintain positive relationships with parents/guardians and liaise with parents when necessary.
- Tutors will refer to year heads/management/Student Support Team on behalf of their students and will communicate to staff as necessary.
- Tutors continuously seek to motivate their students.

ROLE OF YEAR HEAD IN PROMOTION OF POSITIVE BEHAVIOUR:

- Encourages, promotes, models and reinforces high behavioural expectations.
- While the tutor is first port of call for pastoral needs, the year-head will offer further support to the student as required.
- Coordinates half term assembly which incorporates the importance of positive behaviour.
- Collaborates with tutor, Student Support Team, HSCL, SCP coordinator, BFL, AEN department in order to meet student needs.

- Advocates for students in all areas of student life, promoting and modelling empathetic, equitable, consistent and restorative approaches to conflict and behaviour management.
- Motivates students in all areas of school life, academic, behavioural, extra-curricular etc.
- Supports, encourages and promotes ongoing and recurring initiatives, e.g. Wellbeing Week, Mental Health Week, Maths Week, Science Week, College Awareness Week etc.
- Motivates students to be actively involved in solutions.
- Seeks to collaborate to find holistic solutions.
- Supports tutors and classroom teachers, ensuring classroom management procedures and the ladder of referral is administered correctly, equitably and appropriately.
- Develops and maintains positive relations and open lines of communications with the school community.

ROLE OF SCHOOL MANAGEMENT IN PROMOTION OF POSITIVE BEHAVIOUR:

- Fostering mutually respectful and professional relationships between students, parents/guardians and all staff.
- Approaching conflict with a restorative mind-set, modelling appropriate interactions and healthy conflict management.
- Promotion and facilitation of Continuous Professional Development in the areas of Positive Behaviour, Teaching and Learning and Wellbeing etc.
- Supporting systems for rewarding positive behaviour, academic achievement, extra-curricular involvement and success in all areas of school life.
- Promoting positive behaviour, cooperation, and wellbeing through support and facilitating of 'Themed' weeks, e.g. Wellbeing Week, Mental Health Week, Maths Week, Science Week, College Awareness Week etc.
- Implementing the Code of Positive Behaviour in a manner that is equitable, fair, consistent, transparent and just.
- Providing curricular opportunities for positive behaviour support.
- Ensuring an effective 'Wellbeing' programme is in place.
- Facilitate the tracking of academic achievement.
- Ensuring effective teams are in place i.e. AEN, Pastoral Care, Year-head, HSCL/SCP, Wellbeing, Student Support Team etc. and facilitating time for authentic collaboration.
- Helping students navigate difficulties by modelling forgiveness, accountability and restoration.
- Providing for and facilitating provision of support programmes e.g. 'Check and Connect' mentoring programme.

- Fostering a culture of collaboration among staff where all an all-staff approach to supporting students at risk of repeated sanctions and disengagement is cultivated through support, and sharing of success and effective practice among teachers, tutors and year-heads.
- Facilitating an effective Home-School-Community Liaison and School Completion Programmes that are developed and reviewed according to needs of our students at risk of disengagement and early leaving.

ROLE OF PARENTS/GUARDIANS IN PROMOTION OF POSITIVE BEHAVIOUR:

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:

To read all policies/guidelines which are published by the school and support their student in adhering to them.

- Assist their children in developing a good habit of attendance and punctuality.
- Check journals to see that all homework – written and learning – is completed, and sign any notes from teachers. Sign journal each week.
- Ensure their children arrive to school each day in full uniform.
- To provide notes to explain their children’s absences. If a student is to be absent for an extended period, please ring or email the school office to inform Year Head.
- To attend Parent-Teacher meetings.
- Parents should ensure their children arrive to school with adequate supplies of stationary and pens.
- To encourage a positive attitude towards school and education at all times.
- To ensure their children acknowledge and understand the roles and responsibilities of auxiliary staff.
- To encourage their children to practice positive housekeeping habits at home and in school.
- To help motivate their children to build relationships with their teachers and peers through extracurricular activities.
- To actively participate in monitoring and reviewing their children’s progress through VSware.

ROLE OF AUXILIARY STAFF IN PROMOTION OF POSITIVE BEHAVIOUR:

The school acknowledges the contribution of auxiliary staff in the successful day to day running of the school. They too have a part 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.

ROLE OF BOARD OF MANAGEMENT IN PROMOTION OF POSITIVE BEHAVIOUR:

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 alongside the Suspension and Exclusion Policy.

REWARDS

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

- Positive behaviour points 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
- Displaying work at Parent Teacher Meetings
- Postcards/stickers from subject teachers, Tutors and Year Head
- 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
- 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 newsletters or on digital signage
- Highlight curricular/extra-curricular achievements on school website or in local newspaper
- Formal end of year school award ceremonies

STUDENTS WITH BEHAVIOURAL AND ADDITIONAL EDUCATIONAL NEEDS

Rewards for students with additional 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.

A small minority of students may show particularly challenging behaviour. They may have great difficulty in learning new behaviour and may not respond to other interventions. These students need a sustained and systematic response involving the important adults in their lives, in school and at home.

IMPLEMENTATION

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 policy team.

Balbriggan Community College adopts a restorative approach to behaviour management, sanctions will be appropriate to the behaviour in so far as possible. We recognise that students may fall short of what is expected of them in terms of behaviour on occasion and a system of sanctions is in place. The aim of any sanction is firstly, to bring about a change in behaviour. The sanction may also signal to other students and staff that their well-being is being protected.

Sanctions are one of the ways in which Balbriggan Community College seeks to positively intervene and assist students in achieving and choosing appropriate behaviour. Sanctions used are proportionate to the nature and seriousness of the behaviour and are dependent on the following:

- The frequency, duration and persistence of the behaviour
- Whether it is part of an escalating pattern of poor behaviour
- The context of the behaviour

Below is a chart which outlines the steps followed when the Code of Positive Behaviour policy has not been followed.

Low Level disruption

Good restorative practice must start with an open conversation with the student to gauge where they are on their journey of self-reflection. The majority of students will only ever engage with the Code of Positive Behaviour at this level. For standard classroom behavioural management, this may suffice in conjunction with the suggested interventions below. After an initial warning and chance to correct the behaviour, the student can be issued with a sanction also outlined below but it is imperative they understand the reason and have acknowledged that this behaviour is not conducive to a positive learning environment. The initial questions posed to students should be all or some of our restorative questions:

- What happened?
- What were you thinking at the time?
- What have you been thinking since?
- Who has been affected?
- What can you do/do you need to put things right?

EXAMPLE	Which staff member will deal with this type of behaviour?	Potential sanction/restorative actions
<ul style="list-style-type: none"> • Low-level disruption • Late for class • Mobile phone/electronic device is visible/audible in lesson • Inappropriate language • Lack of classwork/homework • Incorrect uniform • Forgetting equipment 	Classroom Teacher	<ul style="list-style-type: none"> • Verbal discussion • Extra work issued • Input actioned details on VSWare • Note in journal • Reflection sheet • Restorative Conversation

Medium Level Disruption

For more challenging classroom behavioural management there are several options, and many supports available in Balbriggan Community College. Again, restorative practice should be at the core of any plan to address Medium Level Behaviours.

EXAMPLE	Which staff member will deal with this type of behaviour?	Potential sanction/restorative actions
<ul style="list-style-type: none"> • Persistent low-level disruption • Truancy • Poor response to initial interaction • Significantly late • Missed restorative conversation • Challenging, defiant or disrespectful attitude • Name calling • Vaping/smoking 	<ul style="list-style-type: none"> • Classroom Teacher • Year Head (if referred from classroom teacher) <p>May need to include (where appropriate):</p> <ul style="list-style-type: none"> • AEN Contact • SST • BFL Teacher • Principal/Deputy Principal 	<ul style="list-style-type: none"> • Verbal discussion • Extra work issued • Detention • Classroom teacher can recommend to YH that YH detention is necessary. • YH can recommend to SMT that SMT detention is necessary • Input actioned details on VShare • Note in journal • Contact Parents via phone • Meeting arranged with parents • Reflection Sheets • Students placed on report • Removal of privileges led by YH/SST • Suspension

High Level Disruption

For serious incidences or persistent medium level disruption a number of actions may be appropriate. These incidents or behaviours will be rare and are dealt with.

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

EXAMPLE	Which staff member will deal with this type of behaviour?	Potential sanction/restorative actions
<ul style="list-style-type: none"> • Persistent Medium Level disruption • Violence/Aggression • Abusive behaviour • Offsite Truancy • Theft • Substance Abuse • Bullying • Fighting • Foul/Abusive language to staff • Racist/homophobic comments • Sexual harassment • Possession of drugs/illegal items 	<ul style="list-style-type: none"> • Year Head • Principal/Deputy Principal <p>May need to include (where appropriate):</p> <ul style="list-style-type: none"> • AEN Contact • SST • BFL Teacher 	<ul style="list-style-type: none"> • Removal from circulation • Extended period of detention • Internal exclusion • Exclusion from school • Expulsion (Potentially) • Serious Incident form (Green) completed • Parent contacted • Accurate witness statements completed and reviewed. • Reflection Sheets • Students placed on report • Suspension • A piece of Restorative practice should be completed with the pupils/teachers involved • Removal of privileges led by YH/SST

Procedures in the event of consistent breaches of the Code of Positive Behaviour

1. The SST may refer student to Behaviour for Learning teacher (Level 3)
2. 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 them on a school tour, especially an overnight tour.
3. 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.
4. In the case of a student who continues to misbehave, the student's case may be brought before the Board of Management