

# St. Louis Community School

## Code of Positive Behaviour

**DRAFT 22<sup>nd</sup> Nov**

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# St. Louis Community School

## Code of Positive Behaviour

**DRAFT 22<sup>nd</sup> Nov**



St. Louis Community School has adopted the following Code of Positive Behaviour within the framework of the school's ethos and general objectives, as expressed in the school's mission statement and other relevant policies, particularly the Pastoral Care Policy.

### 1. Rationale

*"The code of behaviour helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The code of behaviour helps teachers, other members of staff, students and parents to work together for a happy, effective and safe school." (NEWB Guidelines 2008)*

The school believes that such an approach will be beneficial for students, teachers, staff, management and parents/guardians. It will also encourage students to take a positive view of co-operation and interdependence into their adult lives. All students are actively encouraged to make a positive impact on the school community through positive behaviour. Praise and positive consequences are seen as more important in maintaining a good relationship with students than punishment and negative consequences.

### 2. The Aims of Our Code of Behaviour

- To enable St. Louis Community School to operate smoothly and efficiently for the benefit of all staff and students.
- To create a positive and safe school environment for student and staff, which promotes effective teaching and learning.
- For all students in the classroom to have equal opportunities to learn and develop in a safe environment.
- Allow for transparency and consistency and efficiency to avoid disruption to teaching and learning.

- Promote positive behaviour and deter negative behaviour, in a way which is inclusive and fair for everyone.
- To provide each student the opportunity to achieve their full potential in all aspects of their learning; in an environment where every member of our school community feels respected, has a sense of equality and self-worth.
- To promote the well-being of all members of school community.
- To inform students and staff of what is expected and accepted regarding our Code of Behaviour.

### **3. Code of Behaviour Guidelines:**

**All students of St. Louis Community School are expected to:**

1. Show courtesy and respect to people (students, staff, visitors, etc.) at all times and in all places; this includes following instructions from teachers and others in authority.
2. Strive for academic excellence (i.e. students will always try to do their best in every subject and in homework).
3. Be properly prepared for each subject and each class.
4. Wear the full school uniform in accordance with school guidelines.
5. Be in attendance every day; they are likewise expected to be in the correct classroom in time for the commencement of each class.
6. All students of St. Louis Community School must have a school journal in all classes and to present it to a teacher when requested. This journal must be in the student's possession when allowed to leave class for a specific purpose and must be signed by parents/guardians daily.
7. Respect school property, the property of others and to treat the property of others with the utmost care and respect.
8. To eat/drink only in designated areas and only at allocated times and to refrain entirely from using chewing-gum. The designated areas are the Circulation Area, Canteen and outside the students' entrance.
9. Observe the law relating to smoking, e-cigarettes, vapes, illicit drugs and substances. Recognise that the school is a smoke-free campus.
10. Behave responsibly with regard to mobile phones and other electronic devices. In compliance with the school's Mobile Phone and ICT Acceptable Use policies. Mobile phones must be powered-off and out of sight unless being used for educational purposes under the instruction of a teacher.

*(For detailed Code of Behaviour and Rationale, see Appendix 1)*

## 4. Attendance and Punctuality Procedures

### *General Attendance:*

- Attendance at all classes, which must be regular and punctual, will be monitored by the classroom teacher.
- A roll will be called at the beginning of each class by the classroom teacher.
- Lateness for class will be noted on VShare and sanctions may be imposed.
- All absences/late arrivals are recorded by the classroom teacher.
- An accumulation of 20 unexplained absences will be notified to the National Education Welfare Board as required by legislation, Education Welfare Act 2000.

### *Use of the App:*

- "Absentee Forms", "Permission to Leave Forms" and "Late Notes" signed by parent(s)/guardian(s) are required to cover any absences, early leaving or late arrival. Notes must be submitted by parent/guardians on the school app in advance.
- Signing In: On arriving in late to school, students must sign in at the main office to have their Late Note approved on the app.
- Signing Out: Prior to leaving the school grounds every student must sign out at the main office to have their Permission to Leave Form approved on the app. If the student returns on the same day, he/she must sign back in at the main office.
- Senior Cycle students are permitted to leave the school grounds during lunchtime.
- Junior Cycle students must remain on the school grounds at lunchtime.

### *Illness while in school:*

- There may be occasions during school hours when a student feels unwell. Should this situation arise, the student must notify a staff member. Contact with parent/guardian must take place via the main office in this situation.
- In an emergency situation, the parents will be contacted immediately. If it is not possible to contact parent/guardian or another nominated person, arrangements will be made for the injured/sick person to be attended to.

## 5. Promoting Positive Behaviour

*“The quality of relationships between teachers and students is one of the most powerful influences on student behaviour.” (NEWB Guidelines 2008)*

In St. Louis Community School, all students are actively encouraged to make a positive impact on the school community through positive behaviour. The following outlines the positive behaviours the school aims to foster in our students and how these positive behaviours can be acknowledged by staff.

What are the desired behaviours we wish to see in our students?	How can we acknowledge positive behaviours displayed by our students?
<ul style="list-style-type: none"> <li>- Classroom participation and a positive engagement</li> <li>- Good school and class routines</li> <li>- Good Manners <ul style="list-style-type: none"> <li>Please</li> <li>Hold a door open for one another</li> <li>Thank you</li> </ul> </li> <li>- Respect shown to self, others and property</li> <li>- Good time keeping</li> <li>- Self-organisation</li> <li>- Co-operation</li> <li>- Working together</li> <li>- Use their initiative and lead by example</li> </ul>	<ul style="list-style-type: none"> <li>- Praise for effort, participation or achievement in class</li> <li>- Positive note on VShare/Journal</li> <li>- Giving leadership roles, e.g. prefects</li> <li>- Encouragement</li> <li>- A positive behavioural note on VShare/note in journal</li> <li>- Display work efforts in the school – (classroom, halls, etc)</li> <li>- Free homework pass (1<sup>st</sup> and 2<sup>nd</sup> Years only)</li> <li>- Teachers feedback to year heads and management for further praise</li> <li>- Class reward <ul style="list-style-type: none"> <li>o Where possible reward students</li> <li>o Note home in Journal/VShare</li> </ul> </li> <li>- School trip</li> </ul>

## 6. Responding to Inappropriate Behaviour

*“A sanction is a form of positive intervention. However, sanctions are unlikely on their own to change behaviour. They should be used as part of a wider plan to help the student learn.” (NEWB Guidelines 2008)*

Inappropriate behaviour can have damaging and long-lasting effects including disruption of the student’s own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers. Where a student’s behaviour disrupts the teaching and learning of other students, school authorities must weigh the needs of that student with the needs of other students and staff.

The response by school authorities to address inappropriate behaviour will be based on whether the behaviour can be classified as low, medium or high-level behaviour. The following outlines each type of behaviour and the responses available to the school authorities.

Low-Level Behaviour	Responses *
<ul style="list-style-type: none"> <li>- Disrupting teaching and learning</li> <li>- Failure to follow instruction</li> <li>- Respect not shown to self/others</li> <li>- Consistently late for class / no apology or explanation</li> <li>- Lack of materials for class</li> <li>- Asking irrelevant questions/saying things with the intention of disrupting class</li> <li>- Talking out of turn consistently</li> <li>- Disrupting other students when they are talking</li> <li>- No Homework/poor effort with homework</li> <li>- Chewing gum</li> <li>- Leaving seat without permission</li> <li>- Swinging on chairs</li> <li>- Eating or drinking in class. Drinking water is permitted</li> <li>- Breach of school uniform</li> <li>- Asking for toilet breaks – persistently</li> <li>- Spending too long at toilet</li> </ul>	<ul style="list-style-type: none"> <li>- Signal/gesture</li> <li>- Verbal warnings</li> <li>- Notes in journal or VSware</li> <li>- Points system scale</li> <li>- Put in Bin</li> <li>- Clean tables</li> <li>- Write out school rules, etc.</li> <li>- Complete penalty sheet and record on VSware</li> <li>- Contact parent</li> <li>- Change seating plan</li> <li>- Clean desks</li> <li>- Report Card</li> <li>- Repeated offences over several classes may be moved up to medium level responses</li> </ul> <p><i>* Examples given are intended as a guide only and are not exhaustive. The principal, having considered the context and all other factors relevant to the incident/issue, may make a judgement on the gravity of the incident and will apply the code of behaviour as deemed appropriate.</i></p>

Medium Level Behaviour	Responses *
<ul style="list-style-type: none"> <li>- Persistent disruption of teaching and learning</li> <li>- Persistent late coming (specific number attached to sanction)</li> <li>- Persistent failure to produce homework /classwork</li> <li>- Persistently failing to be organised for class</li> <li>- Use of mobile phone without permission</li> <li>- Defacing school property</li> <li>- Truancy/Dossing class</li> <li>- Persistently chewing gum (wastes class time going to bin, etc)</li> <li>- Failure to follow instruction despite corrections</li> <li>- Disrespectful to members of the school community.</li> <li>- Persistent breach of school uniforms</li> </ul>	<ul style="list-style-type: none"> <li>- Parent referral</li> <li>- Detention</li> <li>- Cleaning duties</li> <li>- Withdrawal of privileges / Banned from school activities if persistent</li> <li>- Log VShare note</li> <li>- Restorative practices</li> <li>- Withdrawal from class</li> <li>- Repair or replace at own cost</li> <li>- Penalty sheet / school rules</li> <li>- Mobile phone policy</li> <li>- Class teacher to contact parents after consultation with Year Head</li> <li>- Report Card</li> <li>- Behaviour Contract</li> <li>- Repeated offences over time may be moved up to high level responses</li> </ul> <p><i>* Examples given are intended as a guide only and are not exhaustive. The principal, having considered the context and all other factors relevant to the incident/issue, may make a judgement on the gravity of the incident and will apply the code of behaviour as deemed appropriate.</i></p>



High-Level Behaviour	Responses *
<ul style="list-style-type: none"> <li>- Refusing to follow direct instructions</li> <li>- Interfering with the property of staff or students</li> <li>- Serious damage to property</li> <li>- Stealing</li> <li>- Vandalism</li> <li>- Swearing/abusive or threatening behaviour towards a member of staff in person or online</li> <li>- Aggressive or threatening behaviour / physical contact with another person</li> <li>- Accessing inappropriate content</li> <li>- Inappropriate Recording/Posting comments/photos/Information on devices about staff members or other students</li> <li>- Bullying and Cyberbullying</li> <li>- Taking photos or videos with your phone of a member of the school community without permission</li> <li>- Smoking/Vaping/Drug/alcohol related incidents</li> <li>- Repeated truancy – dosing class Repeated failure to attend class</li> </ul>	<ul style="list-style-type: none"> <li>- Direct referral to Year Head/DP/Principal</li> <li>- Contact home and send home by middle or senior management</li> <li>- Parent and Student meet with Year Head/Deputy Principal/Principal when student returns following suspension or being sent home</li> <li>- Report Card</li> <li>- Behaviour Contract</li> <li>- Suspension</li> <li>- In-school suspension</li> <li>- Restorative justice practices</li> <li>- Out of school hours – Detention</li> <li>- Expulsion</li> <li>- Referral to Gardai or other relevant services</li> <li>- And any other sanction identified in the low or medium level behaviours – or in NEWB guidelines where appropriate</li> </ul> <p><i>* Examples given are intended as a guide only and are not exhaustive. The principal, having considered the context and all other factors relevant to the incident/issue, may make a judgement on the gravity of the incident and will apply the code of behaviour as deemed appropriate.</i></p>

## 7. Suspension

### Rationale:

Suspension is only one strategy within this Code of Behaviour to respond to inappropriate behaviour. The school authorities recognise that when all other strategies have been exhausted, suspension affords a student time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour and to accept the need for the behaviour to change.

### Authority to Suspend:

The Board of Management of St. Louis Community School holds the authority to suspend a student. The Board of Management may delegate this authority to the Principal of St. Louis Community School

The school acknowledges that suspension should be a proportionate response to the behaviour that is causing concern.

The decision to suspend a student requires serious grounds such as that:

- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.
- The student seriously breaches this Code of Behaviour.

### Determining the appropriateness of suspending a student:

Factors to consider before suspending a student
The nature and seriousness of the behaviour
<ul style="list-style-type: none"><li>• What is the precise description of the behaviour?</li><li>• How persistent has the unacceptable behaviour been?</li><li>• Has the problem behaviour escalated, in spite of the interventions tried?</li></ul>

### **The context of the behaviour**

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

### **The impact of the behaviour**

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some students or teachers?
- Does the student understand the impact of their behaviour on others?

### **The interventions tried to date**

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)?

### **Whether suspension is a proportionate response**

- Does the student's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

### **The possible impact of suspension**

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

**Informing Parents/Guardians of a suspension:**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will:

- inform the student and their parents about the complaint
- give parents and student an opportunity to respond.

**Period of Suspension:**

The Principal may apply a suspension of up to 3 school days.

If a suspension of longer than 3 days is being proposed the matter will be referred to the Board of Management for consideration and approval. All suspensions are notified to the Board of Management.

**Implementing the suspension:**

The Principal will notify the Parent(s) and the student in writing of the decision to suspend. The letter will confirm:

- The period of the suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents.

**Procedures in relation to an immediate suspension:**

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of immediate suspension.

In the case of an immediate suspension, parents will be notified, and arrangements made with them for the student to be collected.

A formal investigation will immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension.

## 8. Expulsion

St. Louis Community School acknowledges that expulsion of a student is a very serious step and one that should only be taken by the Board of Management of the school in extreme cases of unacceptable behaviour.

The Board of Management of St. Louis Community School affirms that significant steps will have been taken to address the misbehaviour and to avoid expulsion.

A proposal to expel a student requires serious grounds such as that:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The student's continued presence in the school constitutes a real and significant threat to the safety and welfare of others.
- The student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have implemented a series of interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

## 9. Evaluation and Review

The Code of Positive Behaviour is evaluated by the Principal on an on-going basis, drawing on the experience and views of and consultation with students, teachers, staff and parents. The Principal will prepare and implement an action plan for annual review and update of the code.

## 10. Adoption

1. This policy was adopted by The Board of Management on .....
2. This policy has been made available to school personnel, Student Council, Parents' Association, and has been published on the school website. A copy will be made available to the Department of Education and Science and to the patron, if requested
3. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification of the completion of this review will

be provided to school personnel and Parents' Association and will be published on the school website.

A record of the review and its outcome will be made available, if requested, to the patron and to the Department of Education.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Date of next review:** \_\_\_\_\_

## Appendix 1: Detailed Code of Behaviour Guidelines

1. **All students of St. Louis Community School are expected to show courtesy and respect to people (students, staff, visitors, etc.) at all times and in all places; this includes following instructions from teachers and others in authority.** This means:

You are on the 'look-out-for' and you are supportive of your fellow student(s).

You avoid engaging in or arranging any form of bullying, intimidation or 'picking on' other people.

You avoid fighting and/or you will avoid arranging fights in the school or elsewhere.

When in the school building you will walk and also you will refrain from and help to prevent running, jostling, pushing, shoving, etc.

You extend courtesy and respect to all people.

You follow the instructions of teachers and others in authority without causing any disruption.

These rules apply at all times including when you are in class, on the school premises, going to/from school, on school activities such as games, tours, debates, theatre visits, etc.

### **Rationale:**

- Every person is at all times entitled to the dignity of being treated with courtesy, manners and respect by other people (students, teachers, etc.).
- The students in a class are being denied their education if/when their teacher is being disrupted.
- Everyone is required to play his/her part in making the school a safe and happy place, free from any fear, hurt and injury which might otherwise be present.

2. **All students of St. Louis Community School are expected to strive for academic excellence (i.e. students will always try to do their best in every subject and at homework).** This means:

You retain the official school journal to record homework.

You do (written and non-written) homework every night.

You listen to teachers, obey class procedures and ensure your behaviour never disrupts the learning of others.

**Rationale:**

- The journal is also used by teachers to record comments: it is examined and signed regularly by class tutors and parents / guardians.
- Homework reinforces what has been done in class and helps prepare for exams.
- Disruptive behaviour is unfair to others who are trying to learn.

3. **All students of St. Louis Community School are expected to be properly prepared for each subject and each class.** This means:

You have the proper pens, pencils, copies, textbooks, materials, etc. as indicated to you by your teacher.

You have any special equipment needed for particular subjects; e.g. P.E. gear, drawing equipment, etc.

You can access your locker only at the following times; (i) before 1st class, (ii) during morning break and (iii) during lunch. At these times you bring all the materials needed for the classes that follow ensuring you are at class on time.

**Rationale:**

- Full and proper participation in class is not possible without the necessary materials.
- Class learning / teaching for others in the class is unfairly disrupted when a student arrives late for class.

4. **All students of St. Louis Community School are expected to wear full school uniform in accordance with official school policy**

This means:

You are expected to maintain the school's reputation and high standards by the manner in which you wear your uniform. Your appearance reflects positively on yourself, your family and your school. Parents will be notified in advance in the case of a non-uniform day.

**Rationale:**

- Members of the public associate you with the school and regard you as its representative.
- The uniform has been agreed by parents, students and school authorities, - The uniform ensures all students are treated equally.



5. **All students of St. Louis Community School are expected to be in attendance every day; they are likewise expected to be in the correct classroom in time for the commencement of each class. This means:**

You are expected to be on time for school each day and to be on time for each class throughout the school-day.

You provide a note from your parents / guardians explaining any unavoidable absences.

You are expected to move from one class to another quickly and with care without visiting lockers etc.

**Rationale:**

- It is difficult for a student to catch-up on topics taught in class while absent.
- The school has a duty-of-care to its students.
- A student arriving late unfairly disrupts the teaching / learning of others in the class.

6. **All students of St. Louis Community School must have a school journal in all classes and to present it to a teacher when requested. This journal must be in the student's possession when allowed to leave class for a specific purpose and must be signed by parents/guardians daily. This means:**

You are expected to place the school journal in front of you on your desk at the beginning of each class.

You are expected to record your homework/ assignments in this journal during each class.

You are required to maintain your journal in pristine condition to allow for easy inspection by your parents/ guardian or teachers.

**Rationale:**

- The journal is the primary method of communication between school and home.
- It is important to maintain an accurate record of work assigned during the year to aid your revision.
- Absences from school and/or class will be recorded in your school journal.

7. **All students of St. Louis Community School are expected to respect school property, the property of others and to treat the property of others with the utmost care and respect. This means:**

You refrain from any attempt at destroying, defacing (i.e. graffiti), damaging and /or vandalising either school property (buildings, plant, equipment, fittings,

materials, trees, etc ) or the property of others (clothing, books, equipment, cars. etc.)

You refrain from littering any area of the school grounds and its environs.

**Rationale:**

- Improved standards of cleanliness reflect well on the school, its students and its staff.
- It enables everyone to work and to study in a clean, 'green', healthy and safe environment.
- The cost of replacing and/or repairing property / plants can be a burden on the school and parents/guardians.

8. **All students of St. Louis Community School are expected to eat/drink only in designated areas, only at allocated times and to refrain entirely from using 'chewing-gum'** This means:

You eat/drink only in designated areas and only at designated times. You refrain entirely from chewing gum on the school premises and properly dispose of chewing-gum (i.e. in litter bins) as you enter the school building.

**Rationale:**

- Eating/drinking other than in designated areas and at designated times causes disruption and the mess created often damages books, copies etc.
- When 'stuck' underneath desks, tables, chairs etc. chewing-gum is very unhygienic
- Significant additional expense is incurred when cleaning up food, drink and chewing-gum throughout the school building.

9. **All students of St. Louis Community School are expected to observe the law relating to smoking, e-cigarettes, vapes, illicit drugs and substances.** This means:

You must refrain from smoking, consuming, possessing, supplying and /or arranging for the supply of cigarettes, e-cigarettes, vapes, alcohol, illegal drugs or other illegal substances within the school and its environs. When necessary, the appropriate authorities will be involved in dealing with such issues.

**Rationale:**

- It is against the law.
- The school is a smoke-free campus.
- In the interest of health, safety and moral issues; especially the potential for addiction, serious ill-health and death.

10. **Behave responsibly with regard to mobile phones and other electronic devices. In compliance with the school's Mobile Phone and ICT Acceptable Use policies. Mobile phones must be powered-off and out of sight unless being used for educational purposes under the instruction of a teacher.**

This means:

Other than for instructed educational purposes; you are not allowed to use mobile phones on school premises. You do not borrow some other person's mobile telephone and use it.

You are not permitted to use a camera phone for taking pictures on school grounds.

You are not allowed to use recording equipment on school grounds.

**Rationale:**

- Mobile phones can cause disruption.
- Mobile phones can be used for intimidating, bullying or demeaning other people.
- The school telephone can be used for emergencies or other necessary communication.
- Unless you have the express permission of an individual, it is illegal to photograph/record that individual.