

Code of Positive Behaviour Cnoc Mhuire May 2024.

Introduction

A school's Code of Positive Behaviour is a very important policy document. It sets out for the whole school community the standard of behaviour expected, the supports in place to assist students in upholding the Code as well as rewards, sanctions and procedures involved in the code. The Code outlines how students, teachers and parents can work together to create a safe and orderly learning environment. This Code of Positive Behaviour has been drawn up in consultation with teachers, students, parents and the Board of Management. It was developed in line with the 2008 NEWB guidelines and the NEPS continuum of support 2010. It applies to all students. Special accommodation will be made for students with additional and special needs.

The following legislation and relevant documentation are informative for our Code of Behaviour, but not limited to:

Article 42 of the Irish Constitution Circular Letters M34/88 and M33/91

The United Nations Convention of the Rights of the Child

Article 19 of the Article of Management of Catholic Schools

Section 23 of the Education (Welfare) Act 2000

The Equal Status Act 2000 (as amended)

Education for Persons with Special Needs Act (EPSEN) 2004

The Education (Admissions to Schools) Act 2018

The Education Act 1998 (as amended)

The Education Welfare Act 2000 (as amended)

2012 Education (Miscellaneous Provisions) Act 2015

Misuse of Drugs Act (1977) revised 2021

Scope

It is an express and/or implied acceptance of the school's code of positive behaviour on a person's admission as a student in Cnoc Mhuire. When accepting a place in our school, the students and parents/guardians are asked to read and sign the Code of Positive Behaviour. This means that the students agree to adhere to the code throughout the school day, including to and from school or on a school activity. Parents/ guardians are undertaking to ensure their child complies with the Code. This code should be read in conjunction with the school's GDPR, IAUP, CCTV, mobile phone and Anti bullying policies.

Mission Statement

Cnoc Mhuire is a Voluntary Catholic Secondary School under the Trusteeship of CEIST. We are committed to creating a learning environment which is Christian in outlook and which emphasises the holistic development of our students. We respect the dignity of each person with his/her unique background, ability, tradition and beliefs, giving particular attention to the disadvantaged. We, as a staff, in collaboration with parents, try to communicate and foster

values which will help young people to mature as Christian adults and develop a sense of responsibility towards church, society and the environment.

Rationale for the Code of Positive Behaviour.

The aim of our Code of Behaviour is to create and promote a positive environment for teaching and learning. Its aims are linked to our Mission Statement and Ceist values: -

- To foster respect, justice and fairness for the whole school community.
- Provide a secure and disciplined atmosphere in which students can mature through positive affirmation to develop self confidence and self discipline.
- Foster respectful attitudes and behaviour and promote a caring awareness of the environment and school property.
- Enable students to achieve academic potential according to their academic abilities and aptitudes. Encourages students to take personal responsibility for their learning and behaviour.
- Establish and build positive relationships of mutual respect and support among students, staff and parents.
- To outline the structure of fair, consistent and agreed sanctions that will be used in response to inappropriate or negative behaviour.
- Guide students to use their time and talents in a way that develops their social formation and contributes to the good of others.
- Encourage students to be actively involved in the academic, prayer, recreational, civic and political life of the school and in the responsibilities entrusted to them.

Promoting positive behaviour.

Promoting good behaviour is the main aim of this policy. The school seeks to achieve consistency in promoting good behaviour. The code of positive behaviour recognises the dignity of all staff, students and parents/guardians. It promotes the right of all students and staff to work in an educational environment free from disruption.

All staff in Cnoc Mhuire will aim to develop good relationships. To help build good relationships, the school acknowledges, promotes and rewards good behaviour in a variety of ways:

- Verbal praise to students either in class or privately.
- Display of Students' work.
- Positive comment by class teacher / class tutor/ yearhead and/or recorded in student journal or on VShare behaviours.
- Positive note home to parents in homework journal.
- Achievements and awards, academic and extra-curricular are acknowledged and celebrated at assemblies and in school, when possible.
- Public affirmation on Intercom System, School website, school notes/ Féach school magazine.
- School social media for success in games, competitions and other achievements.

- Student Support Team
- Guidance Counselling
- Recognition of improved attendance
- Leadership roles given to students e.g., class representative on Student Council, 6th yr peer mentor.
- Other class based rewards e.g. cinema trips or school tours etc.
- Spirit of Mercy award
- End of year award ceremony.

Roles and responsibilities

An effective code of positive behaviour requires the cooperation of all stakeholders in the school. To this end there are specific roles and responsibilities in achieving high standards of behaviour in our school.

Role of students

- Students are expected to be in school at least five minutes before morning and afternoon class. Students are not to leave the school grounds without authorised permission during the school day. The school day is from 9.00 a.m. until 4.00 p.m. Monday-Thursday and 9.00am until 1.15pm Fridays.
- Students will treat themselves, staff, fellow students and visitors to the school with respect and have consideration for the rights and feelings of others.
- Students will show respect for all property, equipment and school books while in the school and on the school grounds. Damaged school property or school books will have to be replaced/ repaired at the expense of the student.
- Students will co-operate and follow the instructions of all staff members. Students will cooperate with each other. They will listen to each other and to their teachers. Students will not disrupt classes or interrupt teaching and learning.
- When students are out of school on school organised activities, they must adhere to the school rules and their responsibilities.
- Students will do their homework/class work, participate fully in class and ask for help when needed.
- Students will be invited to develop and implement community based projects (School charity events, GAISCE, Musicals etc.)
- Promotion of extra curricular activities.

Role of Tutor:

It is the policy of this school that each class is designated one teacher as Class Tutor who is responsible for that class in a special way.

During the school year the Class Tutor carries out the following:

- Explaining the school's Mission Statement, the Code of Behaviour, the school's rules, classroom guidelines, personnel, time-table and fire drill procedure.
- Promoting in each student a good class spirit.

- Encouraging participation in school activities.
- Instilling a sense of collective responsibility as a class group.
- Taking an interest in each individual student, particularly addressing the needs of the vulnerable.
- Reviewing academic and other progress of students.
- Provide general comments regarding each JCT student on School reports .
- Following through on the Behaviour Code.
- Reviewing involvement in extracurricular activities.
- Have regular checks on uniform/ school diaries /lockers.
- Facilitating all new students as they settle in, especially in first few weeks
- Liaising with staff.
- Generally issues that arise regarding a student are dealt with in the following way:
Class Teacher→ Class Tutor → yearhead →Deputy Principal→Principal

Role of Subject Teacher:

Teachers are expected to adhere to the Code of Professional Behaviour and Practise for teachers as developed by the Teaching Council of Ireland. Circular 33/91 states *“Staff should consider themselves responsible at all times for the behaviour of children within sight or sound of them and should respond promptly and firmly to any instances of unacceptable behaviour”*.

- At the beginning of each academic year, teachers will outline the list of class rules to the students which reflects and supports this code of behaviour, in a way that is accessible to the students.
- Whilst all students are required to comply with the code of behaviour, the school recognises that students with special educational needs and/or vulnerable students may require assistance in understanding certain rules. Specialised behaviour plans may be put in place in consultation with parents, mainstream teacher, learning support/ resource teacher, or principal.
- Subject Teachers are responsible for managing their classroom and following the ladder of referral as stated in this code of behaviour.

Role of Yearhead

The yearhead has overall responsibility for the year group, maintaining an orderly, secure and healthy learning environment in a manner that demonstrates equality, fairness and justice.

The objectives are to:

- Oversee the welfare of the year group.
- Support the students and all matters relating to attendance, personal development, behaviour and application to work.

- Promote a culture of improvement, collaboration and a commitment to success within the Year Group.
- Support the SPHE/Pastoral Care /Wellbeing programmes for the year group.
- Support students to reflect on their progress as learners and to develop ownership and responsibility for their learning.
- Engage in regular communication with the students on student and school matters by assemblies/class groups/individually.
- Communicate with relevant staff on all matters relating to the year group.
- Provide support to subject teachers in their work and with class tutors in their care of the students.
- Ensure regular communication with parents/guardians, as a body, at meetings and on an individual basis, as appropriate.
- Apply rewards/sanctions within the discipline structure and code of behaviour of the school.
- Maintain up-to-date records including tracking, monitoring and reporting.
- Refer students to relevant personnel, as appropriate.
- Endeavour to facilitate and support colleagues to work with students in co-curricular areas within the year group.

Role of Parents

- Positive relationships are built from the start with parents and they are encouraged to take an active role in the development of their child. Teachers work in collaboration with parents to develop any specific behaviour plans needed for their child.
- Parents can communicate any concerns they have about a student with their child's teacher. If concerns persist, it may be necessary to review the situation with the a)teacher b) yearhead c) Deputy d) Principal.
- Parents are encouraged to share information about anything that might affect a student's behaviour/ learning/ attendance in school.
- Parents are expected to: Equip students with appropriate school materials, sufficient healthy lunch, be in school on time and to be in full school uniform with no non-uniform items visible.
- Be courteous towards students and staff.
- Attend parent-teacher meetings.
- All letters from parents requesting permission for leave of absence from school should be sent to the yearhead/Office at least 24 hours in advance, where applicable.
- Sign students out at the office when collecting a Son/Daughter.
- Make an appointment to meet with a teacher/yearhead/ deputy/ principal through the school office.

Role of the Board of Management

- Members of the Board of Management were involved in drafting and ratifying this policy and the board will be involved in any future review of the policy.
- The Board of Management supports the staff in implementing the code of behaviour and supports professional development in behaviour management education and training where necessary.
- The Board of Management gives authorisation for particular sanctions in the case of serious breaches of behaviour e.g. suspension, expulsion and appeals.

1. Restorative practice

Staff members have participated in training in the use of Restorative Practice

(RP). Restorative Practice aligns with our values and ethos as a CEIST school, promotes positive relationships built on mutual trust and honesty. Restorative practice allows the student who has done wrong to acknowledge their actions, take accountability for them and affords them the opportunity to put it right.

Ladder of Referral

Level	Problem		Possible course of action.
1	<ul style="list-style-type: none"> • Disrespectful behaviour, refusal to follow instruction. • Disorderly conduct in the corridors/ on the school grounds. • Persistent forgetting of books or materials for class, failure to complete homework. • Inattention/ talking/ misbehaviour in class, lateness for class. • Incorrect uniform • No gear for PE or class materials. • Bullying behaviour <ul style="list-style-type: none"> • Use of Mobile phone 	On the spot, teacher to deal with the problem without referral	<ul style="list-style-type: none"> • Physical presence- stand near to the student • Verbal Reprimand, alter seating arrangement. • Discuss behaviour with the student. • Implement the classroom rules. • Request an apology. • Time-out (student is placed in another classroom by arrangement with a colleague). • Give additional class work. Issue Penalty/Worksheet. • Write a note to parents in the journal to be signed. • Phone call to parent by teacher & a record kept. • Teacher meets parent. • Phone will be confiscated if switched on and used on school grounds. First

	<ul style="list-style-type: none"> ● Misuse of ipad in class or serious breaches of I.A.U.P. policy. ● Use of chewing gum ● Smoking/vaping ● Use of any prohibited substance <p>A serious and imminent risk to a student.</p>		<p>offence: phone given back at the end of the day. Repeated offence: Phone confiscated for 1 week: collected by parent.</p> <ul style="list-style-type: none"> ● Ipad confiscated in accordance with school policy. ● Withdrawal of class privileges. ● Refer to Tutor for pastoral care. ● Subject Department letters/SMS to be sent home for missed deadlines for projects, failure to complete coursework, lack of materials for class etc. ● Carrying out a useful task eg. litter picking, school service ● Teacher student resolution system. ● Inform parent and yearhead in advance if placed on lunch time detention (20 mins). ● Record kept by teacher. ● Write a referral sheet and consult with the yearhead. ● Restorative practice may be used at any stage. ● Teacher intervention to prevent further escalation or injury.
2	<ul style="list-style-type: none"> ● Continual failure to improve behaviour/work/attendance. ● Continual misbehaviour in class. ● Persistent disruptive/rude/disrespectful behaviour. ● Continually not having materials/equipment 	Refer to yearhead	<ul style="list-style-type: none"> ● Meet student(s) to investigate written teacher referral ● Verbal reprimand. ● Phone call to parent ● Letter to parent ● Meeting with parents/guardians. ● Formal yearhead lunch time detention system ● Evening Detention

	<ul style="list-style-type: none"> for class. ● Theft/ vandalism. ● Bullying behaviour. ● Repeatedly not wearing the correct uniform. ● Fighting/Assault ● Mitching classes/truancy. ● Smoking/vaping/ banned substances 		<ul style="list-style-type: none"> ● Record kept by yearhead ● Student Report card issued ● Refer student(s) to SST. ● Intervention of Guidance Counsellor ● Withdrawal of privileges to attend or travel to school events. ● Restorative Practice can be used at any stage ● Refer students to the Deputy Principal .
3	<ul style="list-style-type: none"> ● Long Standing Level 1 and 2 issues or where a student has failed to comply with sanctions outlined above ● Persistent disruptive/ insolent behaviour. ● Bullying. ● Persistent wearing of incorrect uniform. ● Theft/ vandalism ● Fighting/ Assault ● Mitching/Truancy. ● Smoking/vaping, banned substances 	Refer to Deputy Principal	<ul style="list-style-type: none"> ● Lunch time/evening detention ● Refer for counselling or other supports and interventions. ● Phone parents/ request a meeting with parents. ● Request parents to take the student home to de-escalate. ● Withdrawal of privilege to attend or travel to school events. ● On investigation, refer the student to the Principal for further disciplinary action, if necessary.
4	<ul style="list-style-type: none"> ● Gross insolence. ● Repeated Truancy. ● Serious theft or acts of vandalism. ● Serious acts of bullying. ● Intimidation of students or staff. ● Breaking the school rule on possession or use of banned substances.-smoking/ vaping/ alcohol including possession of cigarettes or vaping products. 	Refer to Principal	<ul style="list-style-type: none"> ● Review options taken and the supports implemented. ● Formal meeting with parent/s, guardian/s. ● Refer for counselling or other appropriate supports. ● Withdrawal of privilege to attend or travel to school events. ● Formal Disciplinary sanction:Suspension for up to 3 days (in accordance with guidelines). ● Reintegration following suspension. ● Refer student to the Board of Management.

5		Board of management	<ul style="list-style-type: none"> ● Suspensions/Appeals ● 5 day Suspensions ● Section 29 Expulsion procedure
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- **REPORT CARDS:** Following consultation with parents/ guardians, a student will be placed on a report card for a specified period of time. A student who receives a Report Card must present it to every teacher at the start of each class. The Report card must be presented to the yearhead at the end of each day for review. Should the record be clear, the card will then be taken from the student within an agreed timeframe (minimum timeframe one week). Report Cards are retained on the Student's file.
- **Lunch time/yearhead detention :** A student will be placed on detention by yearhead on receipt of a referral sheet(s). Parents will be informed in advance.
- **Evening Detention** will take place after school on **Thursday evenings from 4.05 pm-5.05pm**. Parents will receive notice of detention in writing or phone call from the yearhead.
- On receipt of repeat detentions, a student's behaviour will be discussed by the Senior Management Team (composed of the yearheads, Guidance Counsellor, Deputy Principal and Principal). Appropriate interventions or supports will be put in place which may include a report card, behavioural contract, meeting with parents, referral to school counsellor. In certain circumstances, suspension may be deemed appropriate.
- **SUSPENSION:** After consulting with the parents/guardians & the appropriate school personnel, the Principal may suspend a student from school for a period of up to five days. Following a suspension, a meeting with parents may take place to discuss the next steps for the student, ensuring support and the opportunity for a fresh start. Parents/guardians have a right of appeal to the Board of Management. A successful appeal may result in the removal of the suspension from a student's record. Appeals may be made by the parents/guardians to the Department of Education & Skills in a case where the cumulative total number of days on suspension for a student exceeds twenty in any one year (Section 28 of the Education Act 1998). Work will be assigned by subject teachers and supplied to the yearhead for completion by the student.
- **EXPULSION:** A student who persistently breaches the Code of Behaviour and has been suspended on numerous occasions may face possible expulsion. Such a case will be brought before the Board of Management in accordance with NEWB National Guidelines. A student may be permanently excluded from school if:
 - 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 school poses a real and significant threat to safety to themselves and/or others.
 - The student is responsible for serious damage to property.

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence: (such as but not exclusive to)

- A serious threat of violence against another student or member of staff.
- Actual violence or physical assault.
- Supplying illegal substances to other students in the school.
- Sexual assault.

It may be necessary at times to search a student's property during the investigation of a particular issue – for example, theft or substance abuse. The Principal may authorise the search of a student's locker as it is school property without the consent of the student.

Students are entitled to the same personal rights, right of privacy and defence of human dignity as anyone else.

Accordingly, a search of a bag of a particular student may only be undertaken if -

- A member of staff, determines there is sufficient evidence to suggest the person may be responsible for theft of property, possession of a dangerous weapon or possession of illegal substance and has reported it to SMT.
- Permission has been obtained from a parent/guardian to institute such a search in the absence of the parent/guardian if the student is under 18 years of age.
- The parent/guardian has indicated a wish to be present when the search is instigated.
- Another person of authority (e.g. parent, member of staff) is present.

Prohibited items:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers, vapes and e-cigarettes.
- Fireworks.
- Pornographic images.
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to or damage to the property of any person (including the student).
- Any other items as defined in law from time to time.
- Any other items as prescribed by the Board of Management from time to time

This policy is available on the school website.

