



CLIFDEN COMMUNITY SCHOOL CODE OF BEHAVIOUR

Our mission in CLIFDEN COMMUNITY SCHOOL is to continue to provide a challenging educational environment in which all members of the school community, irrespective of ability level or background, can realise individual and collective potential in a caring environment, which values and strives for quality and creativity in all that it offers.

We are committed to preparing our students for adult life by learning RESPONSIBILITY, RESPECT and PERSONAL REGARD for self and others under our banner of LUX, PAX, FELICITAS – LIGHT, PEACE AND HAPPINESS in an atmosphere that encourages positive self-esteem.

Introduction

Clifden Community School promotes the educational values of its Trustees – Sisters of Mercy, Franciscan Brothers, GRETB – and respects the regulations and programmes of the Department of Education and Skills. In its policies and practices, intended to provide a Christian education in the spirit of the educational traditions of our Trustees, Clifden Community School adopts and promotes values enriched by Christian beliefs. In cherishing these values and beliefs, due respect is afforded to the beliefs of all.

The Code of Behaviour applies at all times while a student is in school uniform including the journey to and from school and while attending all school related activities. It has been developed in collaboration and consultation with students, teachers, parents and the Board of Management, in order to:

1. ensure a positive, orderly environment supporting teaching, learning and personal development and to create a safe and healthy environment
2. encourage students to take personal responsibility for their learning and behaviour
3. identify and support good behaviour while also identifying, recording and supporting means of addressing unacceptable behaviour
4. ensure that prospective students, and their parents, have a clear representation of the standards of acceptable behaviour and how parents can support it

Section 23 of the Education (Welfare) Act 2000, requires the Board of Management to prepare and make available a code of behaviour for its students in accordance with guidelines issued by the Educational Welfare Services (Developing a Code of Behaviour: Guidelines for School). The Code must also be read and understood in conjunction with other school policies, including:

Mission Statement	Anti-Bullying Policy
Special Educational Needs Policy	Internet Acceptable Use Policy
Child Protection Policy	Pastoral Care Policy
Dignity in the Workplace Policy	Health and Safety Policy
Substance Use Policy	Suspension & Expulsion Policies
School Attendance Policy	

The Code is underpinned by restorative practices in order to resolve conflict and solve problems in a way that is respectful and fair to everyone, builds relationships and fosters a sense of social responsibility.

Promoting Good Behaviour

Good behaviour is fostered by:

- Praise, encouragement and positive feedback in person, class, & year group assemblies
- A note of affirmation in student journal, copy, VS Ware
- Acknowledgement of achievements in school publications and in school
- Opportunities to participate in competitions and represent the school
- Guidance, counselling and pastoral support
- Extracurricular activities to support student wellbeing, participation in school life and development of social skills
- Student of the Term and certificates for attendance
- Using Student Voice

Clifden Community School expects positive behaviour. For the purposes of clarity, unacceptable behaviour includes:

1. Disrespectful behaviour damaging to a positive school climate (relationships, atmosphere);
2. Hurtful behaviour (including bullying, harassment, discrimination on and off-line);
3. Behaviour interfering with teaching and learning;
4. Threats or physical hurt to another person;
5. Theft, damage to/abuse of/vandalising of property;
6. Any behaviour that negatively affects the reputation of Clifden Community School both inside and outside of school.

By sending their son/daughter to this school parents are authorising the school to act in loco parentis.

Roles and responsibilities

Staff

By sending their son/daughter to this school parents are authorising the school to act in *loco parentis*. The school staff is fully aware of the obligation this puts on it to maintain a productive and co-operative atmosphere where learning can take place. Teaching staff have legitimate authority to instruct students in relation to behaviour that is falling below expectations as laid out in this document. This authority extends to the classroom, on school grounds, on any school trip/event/activity and whenever a student is in the school uniform.

Parents

To ensure that teachers and parents work together to help students, parents are asked to;

- Keep in contact with the school
- Ensure regular, on time, attendance
- Adhere to attendance procedures
- Ensure that full school uniform is worn and student has all school requirements
- Regularly check that homework is completed & recorded in the school journal
- Provide written explanation in the event of student lateness or absence
- Respond to communications made by staff
- Inform teachers about problems relating to homework
- Attend parent-teacher meetings
- Support activities organised for parents
- Work with the school to ensure that students achieves to full potential
- Read the Code of Behaviour and sign the behavioural agreement in the school journal with their son/daughter.

Clifden Community School Expectations/Rules:

- Be respectful of yourself and all in the school community
- Attend school every day, arrive on time for all classes and be organised
- Wear the school uniform
- Contribute to a healthy and safe environment free from bullying and harassment
- Work hard to the best of your ability
- Respect school property and remain inside school bounds

Be respectful of yourself and all in the school community by:

1. respecting the rights and property of others, and behaving in a safe, mannerly way
2. respecting diversity, listening to others, and being inclusive
3. co-operating in keeping the school and its grounds safe, tidy and clean
4. communicating respectfully (written, verbal, texting and via social media)
5. being very safety conscious when coming to, and leaving school, as well as when in school
6. working hard to the best of one's ability, being committed and persistent
7. listening and participating in class
8. cooperating with teachers and completing assignments on time
9. following teachers' advice and guidance
10. attempting homework and paying heed to feedback from teachers
11. asking relevant questions
12. working with others

Because:

1. every student has the right to learn and be taught in a comfortable, safe environment
2. respectful behaviour shows pride in oneself and one's school community
3. disrespectful behaviour damages morale and increases stress
4. time spent in class on non-teaching tasks reduces teaching and learning time
5. being inclusive promotes a caring environment where all are encouraged to be the best possible
6. respect in all aspects promotes positive relationships and a happy atmosphere where everyone can expect to achieve a personal best

Attend school every day, arrive on time for all classes and be organised by:

1. being on time for first class (roll call) and for all remaining classes
2. bringing journal, pens, books, copies and all other relevant materials to class
3. using lockers at the start of day, break times and the end of day only

Because:

1. the roll call taken during first class is essential to record attendance
2. the class is disrupted when students are late and/or not organised
3. good attendance and timekeeping are important life skills
4. students need books, copies and other material to participate in the class
5. the journal is needed to record homework and to communicate with parents

Wear the school Uniform

This means:

wearing the school uniform - Grey/Black jumper, white shirt, black trousers, black shoes or runners - and placing non uniform items in storage areas. The PE uniform is a plain white polo t shirt, plain black loose fitting tracksuit bottom, plain black (junior) or plain grey (senior) top with a zip.

Because wearing a uniform:

1. promotes a sense of belonging and creates an identity for the school in the community
2. means students are not exposed to peer pressure when it comes to their clothes
3. prepares students for when they leave school and may be expected to dress smartly or wear a uniform
4. can promote equality and a sense of belonging

Contribute to a healthy and safe environment free from bullying and harassment

This means:

1. not having, using or distributing cigarettes, alcohol or drugs
2. not being in the company of anyone using or distributing cigarettes, alcohol or drugs
3. not bringing or having objects that can cause harm or disruption
4. not using a phone/device to record/video/send unwelcome messages
5. being mindful of hazards e.g. bags on corridors, food on the floor...
6. not assembling in large groups which may be intimidating to others
7. being kind and inclusive to all members of the school community

Because:

1. everyone in our school community has the right to a healthy and safe environment
2. smoking on the school grounds is illegal and seriously damages health
3. cigarettes, alcohol and drugs pose a risk to safety. Substance abuse wrecks lives and causes misery in families. It is dangerous, addictive, unhealthy and illegal.
4. everyone has the right to privacy
5. large groups may lead to students being influenced by their peers to the extent that individual sense of awareness is reduced leading to bullying and/or disorderly behaviour
6. everyone should be comfortable and safe in their environment

Work hard to the best of your ability by:

1. listening, making an effort and participating in class
2. cooperating with teachers and completing assignments on time
3. following teachers' advice and guidance
4. attempting homework and paying heed to feedback from teachers
5. asking relevant questions
6. thinking about and reflecting on subject content
7. practising the skills and knowledge gained in class

Because:

1. working hard develops skill and knowledge
2. learning adds quality to our lives – doing well builds confidence
3. everyone has the responsibility to create the best possible learning environment
4. success is more likely when one perseveres, and studies
5. hard work doesn't guarantee success, but improves its chances
6. practice and effort improve performance

Respect school property and remain inside school bounds by:

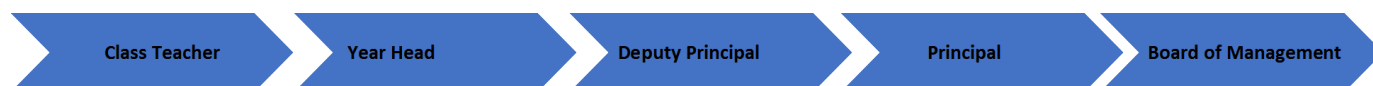
1. not going beyond the main entrance to the Gym and the official play areas
2. respecting any direction without question from staff requiring not being in specified areas
3. not writing on, damaging or defacing any part of the building or its contents
4. disposing of waste responsibly and taking collective responsibility for clean-up

Because

1. everyone benefits from a clean, well-kept environment
2. remaining within school bounds is important for student safety and well-being
3. damaged or defaced school property is costly to repair, is an unnecessary expense can cause a health and safety risk to the school community
4. the cost of repair may have to be paid for by the student responsible causing parents stress and hardship

The Ladder of Referral

While the ladder of referral is usually as follows, there may be circumstances where the sequence of this ladder may not be followed. The basic principle is that the more serious the incident, the higher up the ladder it is dealt with.



Members of the care team may be involved in the resolution process at any stage in consultation with year head. The Deputy Principal and the Principal can engage in the process at any stage.

Level 1 behaviours are ordinarily addressed by **subject teachers**

Level 2 behaviours may be addressed by the **subject teacher and/or the class tutor and/or year head**

Level 3 behaviours may be referred to the **Year Head, and/or DP and/or Principal**

Level 1 – Subject Teacher

Examples of Low Level Behaviour	Sample Teacher Responses
Talking out of turn	
Not doing as asked	
Distracting others in class	Proximity
Inappropriate language or comments	Quiet word/reminder
Not wearing correct uniform	Change seating
Littering	Social skill reminder
Not having class materials/journal	Signal/gesture/look
Inappropriate corridor behaviour	Record misbehaviour in the journal
Chewing gum	Work sheet
Leaving seat without permission	Subject teacher lunchtime detention
Not sitting properly/attentively	Carrying out a useful task in school
Disrespectful attitude	
Poor participation/effort	
Leaving class/packing up before teacher has finished	

Level 2– Subject Teacher, Class Tutor, and Year Head

Examples of Medium Level Behaviour	Sample Teacher Responses
<ul style="list-style-type: none"> Continued low level behaviours despite intervention(s) All 'low-level behaviours' Verbal and/or physical aggression Unauthorised use of electronic devices Not attending detention Non-cooperation at school events Setting off the fire alarm [parents cover cost applicable] Bullying Persistent Lateness Smoking or Vaping Disruption of exams Copying during exams Forged signatures Inappropriate language to any member of school community 	<ul style="list-style-type: none"> Continued application of low level sanctions Detention Temporary removal from class Confiscation of device Phone call to the parent/guardian Behaviour Report to YH Meeting with parent/guardian Suspension Carrying out a useful task in school
<p align="center">Sample interventions/supports for medium level behaviour</p> <p align="center">SEN supports Restorative approaches Progress reports Student Support Services Student behaviour plan - Behavioural Report Card</p>	

Level 3 – Year Head/Deputy Principal/Principal

Examples of High Level Behaviour	Sample Responses
<ul style="list-style-type: none"> Persistent medium level behaviour despite intervention(s) Fighting /Theft Throwing food or an object likely to cause injury Leaving school without permission Behaviour that constitutes a significant threat to health and safety Serious damage to property Verbal and/or physical aggression Smoking, possessing alcohol and/or illicit substances Sending/posting offensive or inappropriate messages/images Unresolved/persistent bullying 	<ul style="list-style-type: none"> Continued application of medium level sanctions Direct referral to DP/P Suspension Suspension meeting attended by parent/guardian, student, YH and DP Expulsion
<p align="center">Sample interventions / supports for high level behaviour</p> <p align="center">SEN Supports Restorative approaches Progress reports Student Support Services Student behaviour plan – Behavioural Report Card Timetable adjustment Behavioural contract</p>	

Purpose of Responses to unacceptable behaviour

- To help students to learn that their behaviour is unacceptable;
- To give students an opportunity to reflect on and take responsibility for their actions;
- To help students to recognise the effect of their actions and behaviours on others;
- To signal to other students and to staff that their well-being is being protected;
- To prevent serious disruption of teaching and learning;
- To keep the student, other students and adults safe.

School Supports & Interventions

School-wide supports include:

- Class tutors and year heads
- Home School Community Liaison
- Pastoral care
- Guidance counselling
- the induction programme
- Well-Being programme for Junior students

Interventions are strategies used to reduce the likelihood of unacceptable behaviour being repeated. Examples include:

- Additional support, meeting with the Tutor and/or Year Head, progress report, target setting etc.
- Additional support for example: SNA, mentoring, School Completion Programme initiatives, involvement of external agencies

Detention:

Detention will normally be during the school day at morning or lunch breaks. A class teacher may assign detention. Referral of a student to official school detention is by the Year Head (or higher authority) only. Time will be given to students on detention to have their lunch. A detention record will be maintained.

On Report

- Being on report means that for a specified time (from 1 day to a week - depending on the circumstances) the student concerned loses all privileges. The Year Head gives the student an 'On Report' Card
- At the beginning of each class, the student hands the card to the teacher. At the end of the class the teacher initials the card if everything is satisfactory. The card is the responsibility of the student. It must be handed to the Year Head or into the office at the end of the school day and collected before first class each morning.
- At the end of the 'On Report' period, the card is reviewed by the Year Head with the student and is placed in the student's file

Guidance Counsellor/Care team

The Guidance Counsellor offers counselling and support. At any stage of the ladder of referral, teachers can refer a student to the care team or guidance counsellor. In consultation with school management, a decision may be taken to refer a student to external agencies such as NEPS, TUSLA. The Guidance Counsellor also advises students on subject choice, careers, study techniques etc.

Suspension & Exclusion: Separate Policies apply.

Students who feel ill while at School

Students who do not feel well during class, should inform the teacher who will inform the Year Head, Deputy Principal, Principal or designated teacher. If a student becomes ill during break times, he/she should report to a teacher on duty. Alternatively the student may report to the Secretary's office and the Secretary will contact the Year Head or higher authority. Only a Year Head, Deputy Principal, Principal or designated teacher may contact the parent/guardian to request that a student goes home. Students may not contact parents directly themselves unless directed by a staff member in charge of them. Students who feel unwell are not to leave the school without permission and then only in the company of a parent or guardian.

Success Criteria & Monitoring:

This Code of Behaviour will be reviewed as part of Whole School Planning and at any time in light of changing circumstances and/or changing legislation. Any suggested amendments/improvements will be made in consultation with all partners.

Ratified by the Board of Management

Date: October 22nd 2020

Review Date: November 2021