Clogher Road
Community College

CDETB in partnership with Educate Together

Behaviour for Learning Policy

This Code of Positive Behaviour has been developed in accordance with the NEWB (National Educational Welfare Board) guidelines "Developing a code of Behaviour: Guidelines for Schools", and

the Education Welfare Act, Section 23, which states that the code of Behaviour shall specify "the standards of behaviour that shall be observed by each student attending the school". This Code is also informed by the “A Blueprint for an Educate Together Second-level School”, the “The Ethical Curriculum Framework” and the “Education, Training and Youth Services Strategy 2015 – 2020”.

Behaviour for Learning policy

Introduction

Clogher Road Community College promotes a happy and caring school environment where students are encouraged and supported to reach their full potential. The learning environment at Clogher Road Community College will be a positive one with a strong emphasis on the promotion and reward of positive behaviours. Our school will provide a caring and safe environment for our students where the values of respect, fairness, kindness, self-discipline and hard-work will be expected from all of us.

Our Behaviour for Learning Policy supports the school community to work together to encourage good conduct and to create an atmosphere which is conducive to teaching and learning.

Our Behaviour for Learning Policy is committed to:

- Creating a safe, secure learning environment for students by promoting a sense of mutual respect among all members of the college community and a sense of pride in our school, where differences and similarities are embraced.

- Recognising and respecting the potential of each individual: spiritual, emotional, intellectual and physical.

- Encouraging students to take personal responsibility for their learning, development and behaviour and outlining ways in which this is acknowledged.

- Helping our young people to mature into responsible participating citizens.

- Having effective procedures in place which will allow for the day-to-day running of the college and which meet the demands of current legislation.

- Acknowledging that everyone has a shared responsibility in the continued growth and development of Clogher Road Community College.

- Outlining the strategies to be used to prevent behaviour that falls short of expectations and outlining the structure of fair, consistent and agreed sanctions that will be used in response.

- Ensuring the safety and well-being of all members of the school community.

Students of Clogher Road Community College are responsible for adhering to high standards of behaviour at all times while on school property, while travelling to and from school and while participating in any school-related activity. In return they will benefit from the caring and supportive environment throughout their educational journey with us. Set out below are responsibilities of each student. As an integral part of our community parents play an active and supportive role in ensuring students understand and meet their responsibilities as well as celebrating their achievements.

Our Restorative Approach to behaviour management

A restorative classroom is a place where relationships matter. The better the relationships in a classroom, between teacher and students, and between the students themselves, the better teachers can teach, the better the students can learn and the fewer challenges and conflicts there will be.

A restorative teacher is someone who subscribes to the view that relationships matter, and creates opportunities for everyone in the class to connect as much as possible – to connect with what they know already, make connections between what others know, deepen their own understanding by deepening these connections and, when things go wrong, ensure that reconnection happens as soon as possible.

Relationships matter for effective teaching and learning – all the evidence on how the brain works suggests that the safer and happier a person is the more receptive they are to new ideas. Put another way – stress and fear shrinks the brain and reduces the ability to process new information. When young people have pro-social connections with their fellow students and their teachers they feel safer. Without these connections the classroom can feel like a hostile threatening place.

Relationships matter for motivation and inspiration – effective learning is all about making connections between what people already know and new knowledge and ideas. These connections can be made more effectively if people feel excited and inspired, engaged in their learning by being given opportunities to learn in their own way, to interact with others and share ideas to be challenged in creative ways.

Students can request that a restorative piece of work takes place to support the learning in the classroom.

Teachers in Educate Together second-level schools will actively develop a caring, nurturing, safe and supportive environment, characterised by positive teacher-student relationships and interactions that bring education to life and support student learning and well-being.

Blueprint for Educate together Secondary Schools



Using a Restorative Approach

1. **Use restorative questions:**

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

2. **Negotiation:**

The students are taught the skills needed to negotiate with others in times of conflict. We teach the students to clearly and directly communicate if another student or a member of staff is behaving in a way that is upsetting them.

The students are encouraged to say 'Stop' if someone is teasing them or annoying them in any way.

We see this assertive communication as a very important step in each child's personal development. Through our SPHE programme students are asked to take four steps if they find themselves in a conflict situation. (i.e. Stop, Ask, Listen, Talk) We also discuss conflict resolution in our RSE, Assembly and Tutor Time.

3. Mediation:

Mediation is regularly used to help students resolve conflict. The mediator helps the students in a dispute to resolve their differences amicably and aims to create 'winwin' solutions. Mediators encourage the students to communicate their feelings and to give an account of what has happened. In the mediation process students are encouraged to listen and to understand the situation from both sides.

Mediators must be impartial and as non-judgemental as possible.

It is hoped to also train some student as peer mediators in the future.

4. Arbitration:

Unfortunately, not all conflicts are resolved through negotiation and mediation. Sometimes conflicts are resolved through arbitration where the teacher or principal intervenes and decides whether sanctions are necessary to end a conflict.

Respect is central to our behavioural philosophy in Clogher Road Community College We ask our students to respect themselves, respect their peers & staff and also respect our school building and wider local community.

At Clogher Road Community College our students can show respect in many ways;

- listening to each other
- Valuing somebody else's opinion

- Looking after the learning environment.

At Clogher Road Community College we aim for Academic Excellence:

- do your best at all times
- take an active part in lessons
- complete assignments
- be prepared for each class.

In Clogher Road Community College we promote and encourage good behaviour in all aspects of school life; our students are ambassadors for our school during school trips and extra-curricular activities. The Code of Behaviour applies in all occasions were by the students are representing the College.

Clogher Road Community College School Journal:

Each student needs to buy a school journal at the beginning of the school year. The school journal is an important tool in terms of communication between the school and home. The journal must be treated with respect and every student must have it in class every day. Students are responsible for keeping their journal neat and tidy at all times. Parents/guardians are asked to sign the journal at the end of each week.

Comply with all school policies and expectations:

- Acceptable Usage Policy (ICT)
- Anti-bullying Policy
- Other school policies.

All policies are available on the school website www.clogherroadcc.ie

Rewards, Interventions and Sanctions

The quality of relationships is one of the most powerful influences on student behaviour and achievement. Here at Clogher Road Community College, we aim to foster mutually respectful relationships, balancing warmth and empathy with objectivity, professionalism and fairness. The quality of daily interactions both inside and outside the classroom is central to our efforts to promote good behaviour. In addition, we recognise the importance of rewarding students who make a positive contribution to school life. We have a separate Rewards Policy which can be found on the school website.

Rewards in Clogher Road Community College:

Every effort is made to reward positive behaviour, achievement and effort in a number of ways:

- positive verbal comments by teachers
- praise for effort, participation or achievement in class
- a positive note in the student's journal
- recognition of student achievements in the college newsletter merit awards
- displays of student work
- reward schemes e.g. Student of the Week, Class of the Month, Trips out
- certificate and photo of Student of the Month put on display

- display of team photos
- representing school at various activities and events progress reports to parents
- assessment reports at Christmas and June
- postcard sent home of student's positive achievement
- annual student awards ceremonies e.g. annual attendance award end-of-term fun day/party
- selection as mentor for School Mentor Programme

Restorative Actions & Sanctions:

Clogher Road 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. Below is a chart which outlines the steps followed, when the Behaviour for Learning 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 Behaviour for Learning 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

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 Sanctions/restorative actions
• Low-level disruption • Late for Lesson Mobile phone is visible/audible in lesson • Inappropriate language • Lack of classwork/Homework	Classroom Teacher	• Verbal Reprimand • Extra work issued • Departmental detention issued • Input details on VSware • Note in journal

Medium Level Disruption

For more challenging classroom behavioural management there are several options, and many supports available in Clogher Road 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 Sanctions/restorative actions
• Persistent low-level disruption • Missed Departmental detention • Truancy • Poor response to initial interaction • Challenging, defiant or disrespectful attitude • Name calling	• Classroom Teacher • Form Tutor • Year Head • SEN Contact (if applicable) • Student Support team (if applicable) • BFL teacher	• Verbal Reprimand • Extra work issued • Detention • Classroom teacher may remove student to another classroom to avoid further disruption • Classroom teacher can recommend to YH that whole school detention is necessary. • Input details on VSware • Note in journal • Contact Parents

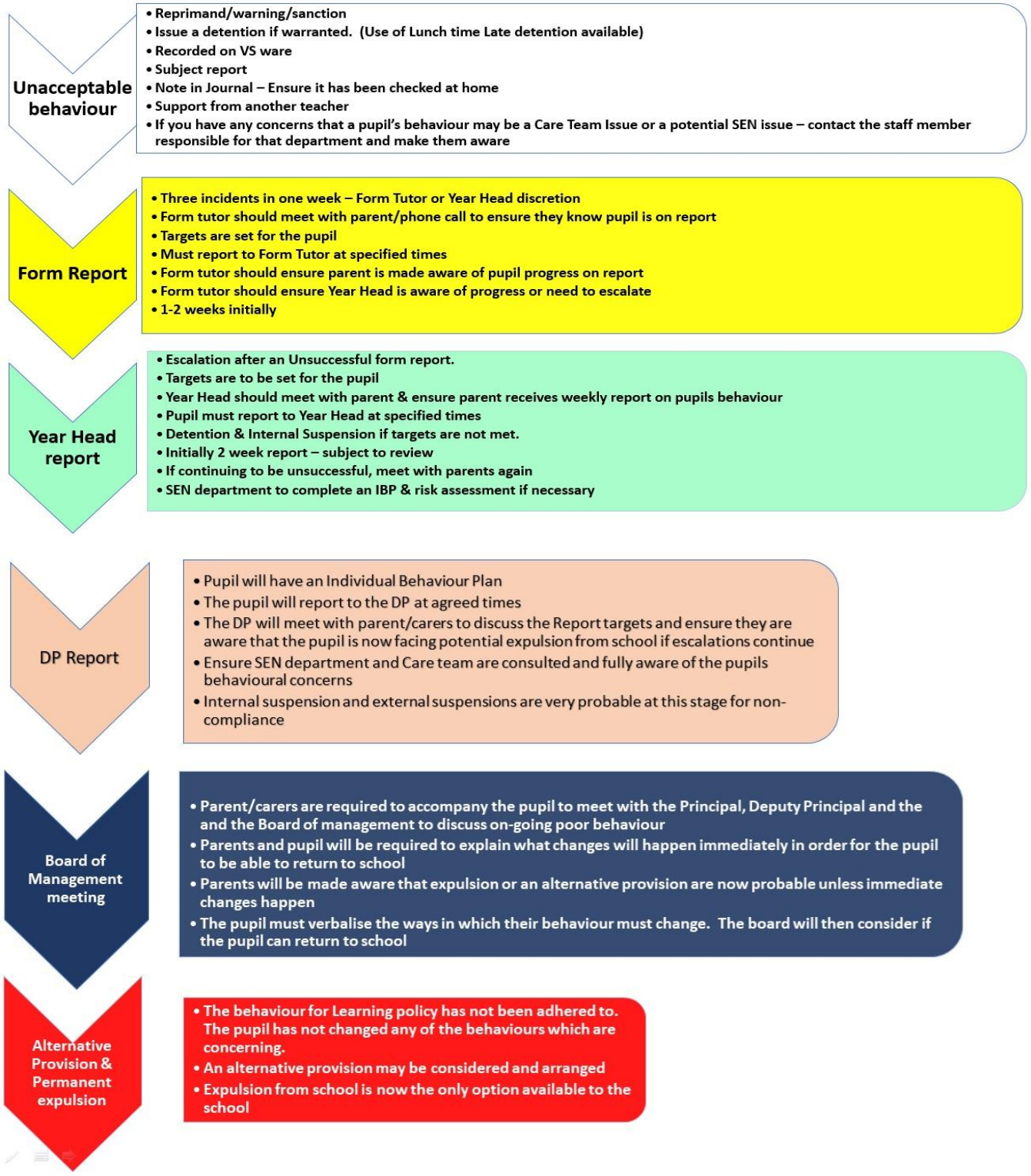
High Level Disruption

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.

Example	Which staff members should I notify	Suggested Sanctions/restorative actions
• Persistent Medium Level disruption • Violence/Aggression • Abusive behaviour • Offsite Truancy • Theft • Substance Abuse • Bullying	• Classroom Teacher • Form Tutor & Year Head • SEN Contact (if applicable) • Student Support Team (if applicable) • BFL teacher • Principal/Deputy Principal (if applicable) • SCPC	• Removal from circulation • Extended period of detention • Internal exclusion • Exclusion from school • Expulsion (Potentially) • Serious Incident form completed • Parent contacted • Accurate witness statements completed and reviewed. • Deputy Principal & Principal should be notified • The student may be placed on report card by FT or YH • A piece of Restorative practice should be completed with the pupils/teachers involved

Behaviour Report System

Our Year Head's will be responsible for overseeing every students' behaviour from a whole school perspective. If a pupil is displaying continually concerning behaviour or a lack of effort toward academic work, they will be placed on the appropriate report. Our report system will run alongside the behaviour management system outlined on previous pages.



In Clogher Road Community College, we believe all members of our school community have a role to play in promoting positive behaviour, our values and our ethos.

Roles and Responsibilities of Students

Students are the centre of our school community. They are responsible for their own behaviour and engage in responsible and positive behaviour by:

- Respecting each other, the college staff and any visitors to the college
- Creating a positive learning atmosphere in the classroom.
- Working to the best of their ability to achieve the best possible education.
- Acting in a safe manner and considering the safety of others
- Showing respect for other people's property and the school environment.
- Supporting the Student Council and all student committees and groups in their role as a voice for the students.
- Raising issues which concern you with the appropriate person.

Roles / Responsibilities of Teaching Staff and School Management

Teachers and management will endeavour to maintain a consistent and fair approach to supporting positive behaviour by:

- Fostering mutually respectful relationships between students, parents/guardians and all staff on the college campus.
- Rewarding positive behaviour and learning achievements/effort and general progress.
- Following and adopting clearly defined procedures/sanctions in a restorative, fair and helpful manner.
- Implementing appropriate teaching strategies and mixed methodologies to enable all students to achieve their potential.
- Supporting students through an effective pastoral care system and through the 'Social, Personal and Health Education' programme.
- Offering support through guidance and psychological support services.

Roles and Responsibilities of Parents/Guardians

Parents/Guardians and teachers are the significant adults in the lives of the young people at school. Parents/Guardians will encourage positive student behaviour by:

- Fostering mutually respectful relationships between students, parents/guardians and all staff on the college campus.
- Supporting the school in its high expectations of positive behaviour and high standards of personal achievement and by encouraging and supporting their children's progress.
- Informing the school of concerns which may affect the child's progress.
- Providing feedback to the school in relation to policies

The Principal may on occasion need to take a decision based on best practice for the good of other students and staff and the school. The parents/guardians and the Chairperson of the Board of Management will be informed in the event of such an occurrence.

Criteria for Success

We will recognise that the Behaviour for Learning policy is effective if;

- It encourages good conduct throughout the college and fosters an atmosphere that is conducive to teaching and learning.
- It promotes respect, teamwork and the pursuit of excellence.
- It promotes a happy and caring school environment
- It is understood and accepted by the school community.

Review and Evaluation

This Behaviour for Learning Policy will be reviewed on an on-going basis and may be amended following consultation with the school community.

Ratification:

Ratified by the Board of Management on September 2024

Addendum to Code of Behaviour for application during the COVID – 19 Pandemic.

This addendum to our Code of Behaviour School is guided by supporting the overall health and well-being of all staff and students, their families, and their communities.

It is influenced by the need to mitigate the spread of COVID-19 within Clogher Road Community College and the goal **to have students physically present in school of for the academic year 2020/2021.**

It is acknowledged that no single action or set of actions will completely eliminate the risk of COVID-19 transmission, but implementation of this addendum as set out will contribute to the reduction of that risk of transmission.

Students are expected to comply with any control measures directed by the school to prevent the introduction and spread of Covid-19, including, but not limited to:

- maintaining a social-distance of at least 1 metre and if possible, 2 metres, from other students and staff at all times;
- wearing face-covering when so directed;
- repeating hand-hygiene at regular intervals throughout the school day;
- maintaining good respiratory-hygiene at all times, *e.g.* coughing into elbow;
- not borrowing or lending materials or stationary, such as pens, calculators, rulers, *etc.* from or to other students;
- remaining at home for 14 days after returning from recent travel out of the country to areas identified by the Government as 'red-list' countries;
- remaining at home if displaying covid-19 like symptoms, contacting GP and following HSE advice on restriction of movement;
- remaining at home, having tested positive for Covid-19 and following HSE advice on restriction of movement;
- remaining at home if identified by the HSE as a person who has been in contact with another person who has contracted Covid-19 and to follow the HSE advice on restriction of movement;
- remaining at home if a member of the student's household is displaying Covid-19 symptoms until such time a test confirms the absence of Covid-19;
- any other such directions as advised by the DES and/or HSE and communicated to the school community.

Where a student fails to comply with any of the above, it will constitute a breach of the Code of Behaviour of Clogher Road Community College and s/he may be subject to sanction.

The school may direct any student to return home if a student who presents at school poses a threat to the health and safety of others by virtue of any of the above.

While it is expected that every student will act with the appropriate decorum and respect for the safety measures required as a result of Covid-19, any student who chooses not to do so and/or poses a threat to the health and safety of others in the school community by virtue of, *inter alia,* spitting or coughing at a student or staff member, ongoing refusal to wear face covering in accordance with DES guidance or similar request of the school, and/or refusing to maintain physical distance will face an automatic suspension and/or expulsion in accordance with the school's Code of Behaviour.

Expulsion of a student is a very serious step, and one that is not taken lightly by the Board of Management of Clogher Road Communiy College However, such is the seriousness of the requirements of all students to comply with instructions of the school in an effort to mitigate the risk of transmission of Covid-19.

A parent, or a student aged over eighteen years, may appeal a decision to permanently exclude the student, to the ETB or to the Secretary General of the Department of Education and Skills, in line with the provisions of the Education Act 1998. An appeal may also be brought by the National Educational Welfare Board on behalf of a student.