



## **Glanmire Community College**

### **Code of Behaviour**

The Glanmire Community College (GCC) Code of Behaviour was developed in compliance with Section 23 of the Education (Welfare) Act 2000 and in line with current best practice guidelines as outlined in the National Educational Welfare Board (NEWB) Developing a Code of Behaviour: Guidelines for Schools. Students, parents and staff are advised to read the Code of Behaviour in conjunction with the following school policies which can be accessed on the school website [www.glanmirecc.ie](http://www.glanmirecc.ie):

- GCC policy on Attendance
- GCC policy on Suspension
- GCC policy on Expulsion

### **The School Mission Statement**

Glanmire Community College strives to be a happy, safe, caring and inclusive Christian Community that promotes quality teaching and learning in an environment of mutual respect.

The Code of Behaviour expresses the vision, mission and values of our college and is a key tool in ensuring the best possible educational environment.

- Each member of the school community has a duty to promote a positive and safe working environment for all staff, students and visitors.
- We have high expectations of our students.
- We have many ways of affirming good behaviour.
- We also respond to behaviour that disrupts/interrupts teaching and learning in the school.
- Students are encouraged to be responsible participating members of the school community.
- We are committed to the welfare of every student and the provision of positive support for vulnerable students.

- It is recognised that strong classroom management and engaging teaching strategies have a positive influence on students' behaviour. Where students are engaged and motivated to learn, it helps ensure that their behaviour will be positive.
- Induction support for new teachers will involve an introduction to the Code of Behaviour and support in their implementation of the code.

### **A Partnership Approach**

The objective of our Code of Behaviour in Glanmire Community College is to create a respectful and cooperative environment, in which every individual is given the best possible opportunity to grow and develop academically, socially and personally. Students, teachers and parents have a role and responsibility in co-operating with each other in upholding the code, if this objective is to be achieved.

Considerable emphasis is placed upon the principle of partnership in the management and operation of our school. Consultation is a very important part of this process. Open, honest and regular communication between the school, the student and the parents enables a common understanding in matters related to the student's balanced development.

We recognise the value of engaging everyone in the school community, in the task of shaping the school environment and making it a happy place for teaching and learning.

### **Our expectations of all members of the School Community**

The school's standards of behaviour reflect values such as respect, courtesy, good manners and fairness. Students and school staff respect each other and behave in a way that the school will function as a centre of learning, of growth, support and positive achievement.

Teachers and parents have a responsibility to model the school's standards of behaviour in their dealings with students and with each other.

Students can promote a positive school environment through:

- Attending school regularly and punctually.
- Doing one's best in class.
- Taking responsibility for one's work.
- Adhering to the rules.
- Helping to create a safe, positive environment.
- Treating school facilities and equipment with respect and care.
- Respecting staff.

- Respecting other students and their learning.
- Participating in school activities.

### **Strategies for supporting good behaviour, progress and effort**

- Students are given responsibility in many areas of school life, both in class and throughout the school. For example: Class Captains, Clean-up Teams, Green Schools Committee, Fundraising Activities, Linkages with Primary Schools, Development of School Policies and Procedures and Student Council Representatives.
- Parents are expected to support the school by encouraging good learning behaviour.
- Parents and teachers need to model the behaviour that is expected from students.
- Teachers are an important source of support, adult empathy and care for students.

Other strategies include:

- Positive everyday interactions between teachers and students.
- Giving positive feedback about behaviour.
- Positive note placed in journal.
- Éacht Awards for effort and achievement.
- Díograis Awards in-school affirmation process and annual ceremony.
- Highlighting efforts and achievements on our school website.
- Positive feedback and public praise at assemblies and Class Tutorial.
- A phone call home or written communication to highlight and encourage success.
- Private acknowledgment.
- A visit to the Deputy Principal or Principal for commendation.
- Local media is used to promote the positive public image of our school.
- Social media is used to promote the positive public image of our school.
- Delegating special responsibility or privilege in order to acknowledge behaviour or contribution that is valued in the school.
- Acknowledgement of effort and achievement in the Review of the Week publication.

- Acknowledgement of effort and achievement at Board of Management meetings.
- Acknowledgement of effort and achievement on the school PA system.
- Provision of appropriate range of extra-curricular activities
- The use of ICT displays and year group-specific notice board information within the school

### **General School Rules**

- Move quickly and quietly to class.
- Wait for your teacher before entering the classroom.
- Use the bins provided.
- Eating and/or Running in the corridor is prohibited.
- Be courteous to all staff and visitors.
- A note of explanation is needed following absences (please reference our Attendance Policy)
- Mobile phones must be turned off and out of sight in the school building, unless use is authorised by a teacher as part of assigned class work.
- Students are not allowed to leave the school grounds without the authorisation from parents, Class Teacher or Year Head.
- Students who are 18 years of age and who have not given consent for sharing of their personal data must get permission from their Year Head or a member of senior management
- Foul language is not tolerated.
- Full uniform must be worn at all times.
- Students must behave responsibly and move safely in court yard areas.

### **Classroom Rules**

- Be punctual and have the required materials for class.
- Place your journal and textbook on your desk at the beginning of class.

- Sit at your assigned seat.
- Show courtesy and respect to each person in the classroom.
- Be attentive at all times.
- Follow the teacher's instructions particularly in relation to health and safety issues.
- Homework should be presented neatly, to the best of your ability, and on time.
- Respect classroom property and keep the room neat and tidy.
- Eating or drinking in class is prohibited.
- Do not engage in any activity that would cause harm to yourself or anyone else.

### **Jurisdiction of school rules**

The standards and rules contained in this code of behaviour apply to the normal school day. They also apply in all of the following areas:

- Extra-Curricular Activities
- School Tours
- School Bus.
- Fieldtrips.
- Work Experience Placements.
- Attendance at events organised by the school including School Musical, Díograis Awards.
- Representing the school in competitions or at functions.
- Cyberbullying or other forms of bullying that takes place outside school but are linked to school. (Please reference our Bullying and Acceptable Usage Policy).

### **Responding to inappropriate behaviour**

It is the responsibility of the school authorities to maintain a reasonable balance between a classroom and school environment which is supportive of the learning of every student in the school and which ensures continuity of instruction for them.

In our school, we try to develop a strategy for intervening early when student behaviour does not meet the standards expected in the school.

Glanmire Community College promotes the use of Restorative Practice as a mechanism for dealing with issues that give rise to conflict in the school setting. The aim is to repair harm and restore relationships by developing trust between participants so that any hurt that has been experienced can be addressed in an open and mutually respectful way.

Levels of intervention:

**Support for all:**

The majority of our students always behave appropriately, with the help of consistent and clear rules and routines in class and in school. Occasional minor misbehaviour should be attended to routinely and effectively through the skill of the Subject Teacher.

**Additional Support for some students:**

Some students need more active intervention to help them to manage their behaviour. Additional interventions include referral to another teacher who can work with the student (Check & Connect), involvement of the pastoral care team, setting targets for behaviour and monitoring them with the student in a supportive way.

**Specialised Support for a small minority of students:**

Students who show particularly challenging behaviour need a systematic response involving the adults in their lives, in school and at home.

Management and staff continue to build good links with local support services that may be able to assist in responding to the needs of a student with behavioural difficulties, for example, the National Educational Psychological Services (NEPS), the National Council for Special Education (NCSE), Child and Adolescent Mental Health Services (CAMHS) and the National Behaviour Support Service (NBSS).

Teachers who have management responsibilities may provide support to Class Teachers in addressing behaviour issues with an individual or class group.

In order to reflect the importance of a partnership approach when addressing challenging student behaviour, the input and actions of parent(s)/guardian(s) will be essential to the process.

**Pastoral Care Support Structure**

**Subject Teacher:**

The Subject Teacher is the front-line source of help for students, who will deal with routine incidents of misbehaviour through classroom management strategies, thus minimising the need for other interventions.

The Subject Teacher implements the Code of Behaviour on a daily basis in a fair, efficient and consistent way. Respect and co-operation are expected at all times.

A good classroom climate prevails where there is open and honest communication and where rights and responsibilities of all are respected.

Subject Teachers may need access, where possible, to support from another member of staff, whom they can ask for advice, or to whom they can refer a student for advice and support.

#### **Class Teacher:**

The Class Teacher has responsibility for the Pastoral Care of each member of the class. Students are motivated in all aspects of their work and encouraged to build a sense of class pride. They are disciplined and advised where necessary. The Class Teacher pays particular attention to effective use of school journal, punctuality, attendance, uniform, pupil files, reports and assessments. The Class Teacher should also be aware of health issues or special educational needs of the student. Effort and excellence are rewarded in a variety of ways.

#### **Year Head:**

The Year Head pays careful attention to every aspect of the Year Group, which contributes to the learning environment of the school.

The Year Head supports the Class Teacher in the execution of their pastoral responsibilities. Matters of concern are discussed, and action is taken in consultation with others.

The Year Head ensures that all college procedures and systems operate fairly and effectively in the Year Group. Achievements are acknowledged and rewarded.

Regular monitoring of student behaviour is discussed at weekly meetings with management, where time is devoted to analysing trends and patterns of behaviour.

#### **SEN Support Team:**

The SEN team together with staff and management build good links with local support services that may be able to assist in responding to the needs of a student with behavioural difficulties, for example, the National Educational Psychological Services (NEPS), the National Council for Special Education (NCSE), Child and Adolescent Mental Health Services (CAMHS) and the National Behaviour Support Service (NBSS).

The SEN team receives specialised training in behavioural management by the NCSE and are also responsible for the delivery of such programmes in the school.

The SEN coordinator coordinates the timetabling, implementation and review of behavioural support interventions.

The SEN coordinator participates in our weekly Care Team meetings.

### **College Chaplain and College Guidance Counsellors:**

The Chaplain and Guidance counsellors form part of **the Pastoral Care Team**, who meet on a weekly basis with members of management, Year Head representative and SEN co-ordinator to discuss the needs of students. The Chaplain and College Counsellors provide an important pastoral service to the whole school. They support members of the college community in times of need. They offer advice, pastoral counselling and spiritual direction to many on a daily basis.

### **Deputy Principals:**

The Deputy Principals have a responsibility for managing the Pastoral Care System in the college and contribute generally to the educational and personal development of students. The Deputy Principals encourage and foster learning in students and support teachers in their various roles. The Deputy Principals form a direct line of communication between all groups in the school and the Principal.

### **Principal:**

The Principal has overall responsibility for the Pastoral and Disciplinary System in the college.

The Principal emphasises the on-going development of a positive, affirming atmosphere in the college, in line with the college ethos and vision.

The Principal manages the implementation of all policies that support and affirm the endeavour and success of all students. A culture of continuous improvement is established, and co-operation between school and the community it serves, is promoted.

### **Board of Management:**

The Board of Management functions as a sub-committee of the Cork Education and Training Board (ETB). It meets five times during the school year and is legally responsible for the management of the school on behalf of Cork ETB and for the benefit of students and their parents. The Board is accountable for upholding the spirit of the school as determined by the cultural, moral, religious, social, linguistic and spiritual values which are characteristic of the school.



## **The Consequences of Unacceptable Behaviour**

The purpose of a sanction is to bring about a positive change in behaviour by helping students to recognise the effect of their actions and behaviour on others and helping them to take responsibility for their behaviour. A sanction also signals to others in the school community that their wellbeing is being protected.

Sanctions may also be needed to prevent disruption and interruption of teaching and learning and to keep everybody safe.

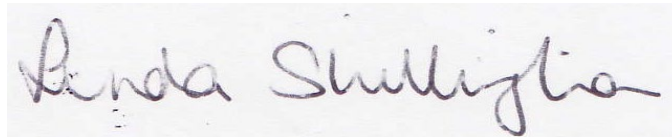
Strategies used to show disapproval of unacceptable behaviour:

- Verbal reprimand
- Change of location within the class
- Phone call and/or note to parent/guardian in the Student Journal
- Extra work assignments proportionate to the level of indiscipline
- Withdrawal of privilege
- Carrying out a useful task in the school, for example, collecting litter or cleaning of classrooms
- Detention, supervised by Subject Teacher/Class Teacher/Year Head (at least 24 hour notice given)
- Referred for Detention with Deputy Principal on Friday 1pm to 2pm (at least 24 hour notice given)
- Disciplinary or Academic Review
- Pupil is placed on Report 1 or 2 and parent/guardian is notified
- Daily Report Card issued
- Notice of Concern sent to parent / guardian
- Request for Parent Teacher Conference
- Referral to Class Teacher / Year Head
- Reduced timetable for specified time period
- Withdrawal from particular class to a supervised location

- Withdrawal from planned co-curricular and/or extra-curricular activities
- Internal suspension
- Parent may offer to withdraw the student from school to discuss behaviour with student
- Referral to Deputy Principal / Principal.
- Suspension and Expulsion (Please reference our policies on Suspension and Expulsion)
- Transfer to a different Base Class group

### **Policy Ratification**

Ratified by the Board of Management on:

A rectangular box containing a handwritten signature in black ink. The signature is written in a cursive style and reads "Linda Shulligto".

Date: 8 June 2020

Review Year: June 2022