

**Grange Community College**  
**Code of Positive Behaviour 2018**

**Introduction**

Pupils at Grange Community College have the right to an education, which offers them every opportunity to attain their full potential, social, emotional, spiritual and intellectual. The Principal, teaching staff and support staff are here to create the circumstances to allow this to happen. Dublin and Dún Laoghaire Education and Training Board (DDLETB), the Board of Management, parents and the wider community also assist in this process.

The following legislation was considered in the creation of our Code of Positive Behaviour:

- Article 42 of the Irish Constitution
- United Nations Convention on the Rights of the Child
- Education Act 1988 - Sections 28 & 29
- Education (Welfare) Act 2000 - Section 23
- Equal Status Act 2000
- EPSEN ACT 2004

**Title of Policy**

Code of Positive Behaviour

**Scope**

The policy applies to students, teachers, parents/guardians, adult students and users of the school building. It applies to students of the school when they are in school uniform, in the school building and/or on a school tour/trip.

**Goals & objectives**

- To promote an atmosphere which encourages self-esteem, honesty, justice and respect for others.
- To achieve a safe, healthy learning environment that nurtures self-discipline and encourages pupils to take responsibility for their own learning.
- To help the members of the school community (Principal, teaching staff, support staff, students and parents) to work together as partners in learning, thus enabling students to develop their talents to the full.

- To create an atmosphere of respect, tolerance and consideration for others which will enhance the learning environment where children can make progress in all aspects of their development
- To assist parents in understanding the systems and procedures that form part of the Code of Positive Behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards and sanctions is implemented in a fair and consistent manner.

### **Promoting Positive Behaviour:**

The staff of Grange Community College are committed to promoting positive behaviour. The following are some of the methods used:

- Positive affirmation in the classroom and in all school activities e.g. by positive comment, verbal and/or written
- Purple commendation award
- Motivational assemblies, First Year Induction Ceremony
- Class prizes
- Awards for such things as uniform, journal, attendance, punctuality etc
- School trips and activities
- Good notes in journals, on Vshare, a phonecall home
- Use of the intercom for positive re-enforcement of student achievement and activities
- Use of the school app and website to promote student successes
- The National Council for Special Education (NCSE)\*

\*The NCSE works with schools in addressing students' social, emotional, academic and behavioural needs

### **Role of the Students**

#### **In general:**

- Students of Grange Community College are expected to respect the authority of the school and to follow the instructions of staff at all times.
- Students are expected to be well-behaved, courteous and respectful to staff, fellow students and visitors at all times.
- Students are expected to make a positive contribution to the learning environment of the school and should not act in any manner that prevents teaching and learning.

## **Attendance and Punctuality**

- Students should be in school on time for registration at 8.52am
- Registration is the sole responsibility of the individual student. Those who fail to register will be recorded as absent and a text message will be sent to a parent/guardian. If a message is sent in error, it is the student's responsibility to provide evidence to the tutor that the error has occurred, so that it can be corrected.
- Students should only go to lockers before tutorial time, at break time and lunch-time and at the end of the school day, or with the permission of a teacher and not between classes.
- A note of explanation from parent or guardian should be written in the school journal to account for the late arrival, or the absence of a student for a full day or partial day. Parents/guardians are required by the Education Welfare Act (2000) to provide an explanation for each absence.
- Students are required to sign in at the office if they arrive after 8.52 am and to sign out if they are leaving early - after they have received permission from the Principal or the Deputy Principal.
- If a student should feel sick during the school day, the student must report to the office. Under no circumstances is a student to contact a parent and arrange to be collected from the school without going through the appropriate procedures. Students must ensure that they sign out before they leave the school.

(Please note: we are obliged under the Education and welfare Act (2000) to report to the NEWB any student who is absent for more than 20 school days in a year.)

## **Student Positive Behaviour Expectation Matrix**

In Grange Community College, the entire school community have engaged in the process of developing a matrix of expectations to highlight, in a positive way, things that students need to do to meet the behavioural standards of our school. The matrix details all areas of the school and links behaviours in those areas with this policy of positive behaviour and other policies in the school. The matrix was developed during the 2017-2018 academic year in collaboration with the teachers, students and parents of Grange Community College. The process was coordinated by a positive behaviour strategy team with support from the National Council for Special Education (NCSE).

Expectations	Classroom	Corridors	Canteen	Toilets	Locker
Respect	<ul style="list-style-type: none"> <li>Arrive on Time</li> <li>Have school materials and take care of them.</li> <li>Listen when others speak</li> <li>Follow Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Move quietly and carefully through the corridors.</li> <li>Use appropriate language in the corridors.</li> <li>Follow staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>Respect other people's space and privacy.</li> <li>Speak Politely saying please and thank you</li> <li>Clean up after yourself and queue up with care.</li> </ul>	<ul style="list-style-type: none"> <li>Keep clean and free from Graffiti</li> <li>Avoid Conflict</li> <li>Respect Others Privacy</li> </ul>	<ul style="list-style-type: none"> <li>Keep locker area tidy</li> <li>Be Patient</li> <li>Show care to others</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Be Prepared for class including homework</li> <li>Allow Learning to take place</li> <li>Work to your best Ability</li> <li>Keep the classroom tidy</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of yourself and those around you.</li> <li>Keep the corridors clean</li> <li>Go directly to class.</li> </ul>	<ul style="list-style-type: none"> <li>Form Orderly Queue.</li> <li>Clean Up and encourage others to do the same.</li> <li>Leave canteen at agreed time</li> <li>Eat the appropriate food for you.</li> </ul>	<ul style="list-style-type: none"> <li>Have toilet pass with you.</li> <li>Flush the toilet after use and wash your hands.</li> <li>Keep it clean.</li> <li>Report any problems.</li> </ul>	<ul style="list-style-type: none"> <li>Take all you need to be prepared for class</li> <li>Use at correct times</li> <li>Take care of your own property and others</li> </ul>
Co-operation	<ul style="list-style-type: none"> <li>Hands Up/One Voice</li> <li>Work in teams and help others.</li> <li>Follow teacher's instructions.</li> <li>Be Confident and allow other students to participate.</li> </ul>	<ul style="list-style-type: none"> <li>Keep to the left</li> <li>Line Up outside of your classroom.</li> <li>Cooperate with staff instructions, keep corridors clean keep phones off.</li> </ul>	<ul style="list-style-type: none"> <li>Follow Instructions of teachers and canteen staff.</li> <li>Use Canteen at Appropriate Times.</li> <li>Use Vending Machine at correct time</li> <li>Report Spillages</li> </ul>	<ul style="list-style-type: none"> <li>Use at designated times</li> <li>Use toilets in a timely manner</li> <li>Ask a teacher for a toilet pass</li> </ul>	<ul style="list-style-type: none"> <li>Consider the property of other students</li> <li>Collect belongings quickly and go straight to class</li> <li>Report any damage</li> </ul>

## Lockers

- The cost of replacing lost keys/locks is the responsibility of the student.
- Students are responsible for all property left in their lockers.
- Reallocation of lockers is dependant on the above criteria being followed,
- Interference with lockers must be reported to their tutor.
- Lockers are liable to inspection at any time.

## Student Journal

- Recording homework
- Communication teacher/parent, parent/teacher
- Record of permission notes from teachers
- Record of student absence/lateness
- Information on responsibilities, rules and procedures

## Morning Break

- All students should go straight to their designated area.
- Students are not permitted to use mobile phones or other devices during break-time.

- Students should seek the teacher's permission to use the toilets during morning break.
- At the end of break students should go directly to class.

### **Lunch-time**

- All junior students and TY students must stay in for lunch
- Students staying in for lunch should go to the canteen area and then to their designated area.

### **At the End of the School Day**

- In the interests of health and safety students are asked not to congregate outside the school.

### **Respect for the School Environment**

Chewing gum is not allowed in school. Any student using chewing gum is liable to community-based cleaning duty. Littering the school or school grounds is forbidden and students found littering are liable to community-based cleaning duty. Students are only allowed to eat or drink in the canteen, outside the building or in designated classrooms, not on the corridors. Students who avail of the canteen must behave in a manner that allows others to eat their food in a pleasant atmosphere, and students must tidy up after themselves.

### **Health & Safety**

- Under the Public Health Act parents and pupils should be aware that smoking is illegal in schools. Smoking is strictly prohibited anywhere on the school grounds, during school activities or at any time while in school uniform and the possession of lighters/matches/cigarettes and e-cigarettes is prohibited.
- 5<sup>th</sup> & 6<sup>TH</sup> year students are not permitted to park vehicles on the school grounds.
- Any student found either in possession of or under the influence of alcohol or other mood altering substances, either in school, on a school activity or at any time while in school uniform is liable to serious sanction up to and including expulsion.
- If a teacher suspects that a student is in possession either of a prohibited item (cigarettes, alcohol, etc.) or of the property of another, the teacher is entitled to require the student to empty his/her pockets and/or bags for inspection. This should be witnessed by another member of staff.

### **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 an effective, 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, and through our Wellbeing Programme.
- Offering support through guidance and psychological support services.

### **Role & Responsibilities of Parents/Guardians**

Parents have an increasingly important role to play in the education process. The more a parent participates in the education of his/her child, the more likely that the child will succeed at school.

We ask all parents of children in the school to:

- Be aware of all policies/guidelines which are published by the school and to sign any documents that are relevant to them.
- Ensure that their son/daughter adhere to the school’s code of positive behaviour.
- Help their son/daughter to develop a good habit of attendance and punctuality.
- Check journals to see that all homework - written and learning - is completed, and sign the journal at the end of each week.
- Ensure their son/daughter arrive to school each day in full uniform.
- Respond to any comments that are written by teachers on end of term reports
- Attend Parent-Teacher meetings.
- To provide written explanation in the school journal when your son/daughter needs to leave school early for an appointment the school should be informed in writing.

### **Role of the Class Tutor**

- At the beginning of the school year the 1st Year Tutor helps students deal with transition issues e.g. to getting to know the school, personnel, the timetable and any new changes etc.

- Monitors attendance, punctuality and parental notes, etc.
- Checks the journal for positive and negative comments
- Checks the journal for parental signatures on a weekly basis.
- Ensures the students are prepared for the day e.g. books and uniform
- Monitors student progress (academic and behaviour)
- Nominates students for the monthly and annual awards and praises good effort during the year
- Organises outings for the class for positive behaviour.
- Offers praise and support to individuals.

### **Ladder of referral**

#### **Level 1: Subject teacher [see Appendix 1]**

Subject teachers should keep a dated record of the following interventions/sanctions in their teacher diary prior to completing a student referral form.

- Verbal warning
- Extra work
- Moving seats
- Note to parents/ Phone call home
- Subject Detention (30 minutes)

Failure to show for this twice may result in referral to tutor. Having implemented the above the subject teacher may refer the student to the tutor on the level 1 form and then place the form in the tutor's pigeon hole.

### **LOW TO MEDIUM LEVEL MISBEHAVIOUR**

- Eating/ drinking/ chewing gum
- Disrupting or delaying Teaching and Learning e.g. making noise, talking out of turn
- Slagging
- Throwing objects
- Ignoring or defying teacher
- Homework not done
- Poor effort at classwork
- Missing equipment/ Incomplete Materials
- Late for class
- Rudeness

- Bad language
- Interfering with property
- Poor corridor behaviour

### **RESPONSES TO LOW LEVEL MISBEHAVIOUR**

- Positive Praise when the opportunity presents itself
- Verbal Reprimand
- Move to another seat
- Punishment work
- Note in Journal
- Note on VS Ware
- Liaise with Tutor / Year Head
- Student repairs/ cleans damage
- Any other classroom management skills that are appropriate

### **Level 2: Tutor [See Appendix 2]**

The tutor then may decide to use one or more of the following interventions depending on their review of the referral form. This may then be documented on a level 2/3 form.

- Meeting with the student
- Phone call home or meeting with parent/guardian
- Weekly report
- Official detention (from 45 minutes up to 1 hour 30 minutes, at the tutor's discretion, designed to act as a scalable sanction depending on the situation).

Official Detention can run for up to 1 hour and a half & teachers must have given their own subject detention prior to official detention. Failure to show for this twice may result in suspension. If a student is on this detention 3 or more times in one month he/she may be suspended.

### **PERSISTENT**

- Low-level misbehaviour

- Failure to have materials/ equipment
- Lateness
- Poor effort at homework and/or classwork
- Bullying
- Mithching
- Smoking
- Damage to property

### **RESPONSES TO MEDIUM LEVEL MISBEHAVIOUR**

- Positive encouragement and re-enforcement
- Check notes
- Talk to student
- Appropriate Sanction as per Code of Positive Behaviour
- Liaise with class teacher / year head
- Use tutor class to address issues
- Detention
- Writing of Rules/ Extra school work
- Refer to Year Head

### **Level 3 [SEE APPENDIX 2]**

Yearhead		
Referrals from tutors re behaviour	Referrals from tutors re academic performance	Referrals from tutors re behaviour
Meetings with students	Meeting with student re mentoring & behaviour	Meetings with students

Meetings with parent/guardians	Meetings with parent/guardian	Meetings with parent/guardian
Recommend suspension	Motivational assemblies	Suspension
General assemblies	Positive reinforcement for students and classes	General assemblies
Positive reinforcement	Positive behaviour structures and rewards	Positive reinforcement for students and classes
Communication with whole school & Principal & Deputy Principal	Awards structure for Jnr/TY/LCVP to include an awards day or night in collaboration with Programme Co-ordinator.	Positive behaviour structures and rewards for students and classes

#### **MEDIUM TO HIGH LEVEL OF MISBEHAVIOUR**

- Persistent failure to follow tutor's direction and/or sanction
- Fighting
- Throwing objects
- Incitement of violence
- Bullying
- Smoking
- Persistent or severe verbal abuse of a student or teacher
- Malicious damage of school, staff or student's property

#### **RESPONSES TO MEDIUM TO HIGH LEVEL OF MISBEHAVIOUR**

- Positive encouragement and re-enforcement

- Liaise with class teacher/ tutor
- Talk to student
- Visit class
- Monitor sheets
- Appropriate Sanction as per Code of Positive Behaviour
- Make phone calls home
- Meet with parents/ carers
- Student conference
- Year group conference
- Referral to Deputy Principal/ Principal
- Referral to Care Team/ Counsellor
- Suspension

#### **Level 4: Serious breaches of discipline are referred to the Deputy Principal or Principal**

In such cases after a discussion with the Principal and/or the Deputy Principal, a level-3 form outlining the incident will be completed by the teacher involved and a sanction will be imposed which may include suspension as per NEWB guidelines (available at [www.newb.ie](http://www.newb.ie))

#### **Examples [SEE APPENDIX 3]**

- Examples of incidents that might be recorded on a level-3 form are:
- Violence, physical/verbal to a staff member. Violence against student(s).
- Bullying another student \* (See Anti-bullying Policy)
- Sexual harassment student-school employee
- Deliberate damage to teacher, school or student property.
- Stealing from teacher, school or fellow students.
- Violation of School Substance Use Policy
- Leaving school without permission / Truancy
- This is not an exhaustive list.

## **DEPUTY PRINCIPAL & PRINCIPAL**

### **HIGH LEVEL MISBEHAVIOUR**

- Physical assault on staff member or student
- Serious and aggressively threatening behaviour
- Offensive language towards staff
- Throwing object at staff member
- Bullying
- Theft
- Refusal to hand up mobile phone or other electronic device
- Arriving in school under the influence of alcohol or illegal substances
- Possession of alcohol or illegal substances
- Possession of a weapon
- Distribution of an illegal substance
- Sexual harassment towards staff or students
- Verbal threats towards staff members and their property
- Setting off Fire Alarm
- Malicious damage to property
- Referral from Year Head for ongoing challenging behaviour

### **RESPONSES TO HIGH LEVEL MISBEHAVIOUR**

- Meeting with student and relevant teacher
- Meet with parents/ carers
- Student contract
- Referral to outside agencies
- Referral to Board of Discipline

- Suspension
- Involvement of Garda

### **Ratification and Communication**

- This policy will be ratified by the Board of Management as dated below.
- It will be published on the school website, school app and school journal
- It will be made available to parents on request
- It will be published in the staff booklet for current staff and a copy of this booklet will be given to new teachers coming in to the school
- Upon induction parents and students will be required to sign that they agree to the Code of Positive Behaviour and copies of same will be kept on file in the school.

### **Monitoring and Implementation**

All members of the teaching staff will be responsible for the implementation of the policy. Under the direction of the Principal the policy will be monitored by the Policy Steering Committee.

It is the responsibility of the Principal under the direction of the Board of Management to lead the implementation of the Code of Positive Behaviour.

The school community as a whole under the direction of the Principal is responsible for the implementation of the Code of Positive Behaviour.

### **Review and Evaluation**

This policy will be reviewed after the first year and thereafter every two years, or sooner if necessitated by legislation or if requested by Staff Council or the Board of Management.

### **Criteria for Success**

We will recognise that this Code 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

### **Links with Other Policies**

This policy should be read in conjunction with the following school policies:

Anti-bullying Policy

Substance Use Policy

Policy for Students with Special Needs

Child Protection Policy/Guidelines

Data Protection Policy

Guidance Policy

Communications Policy

Health and Safety Statement

Internet Policy/Acceptable Use Policy

Admissions Policy  
Attendance Policy  
International School Tour Policy  
& others as they are developed.



**Level 1**  
**Teacher/Tutor**

Student Name:	Class:	Teacher:
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**Incidents/Interventions/Sanctions**

Sanctions	Date(s)	Notes on incident & intervention
Verbal Warning		
Seating Change		
Extra Work		
Note to Parents		
Phone Call/ Text to Parents		
Subject Detention		

**Additional Information**

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Teacher Signature:

Date:

Tutor Signature:

Date:

SUBJECT TEACHER	TUTOR
<p><b>LOW TO MEDIUM LEVEL MISBEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>• Eating/ drinking/ chewing gum</li> <li>• Disrupting or delaying Teaching and Learning e.g. making noise, talking out of turn</li> <li>• Slagging</li> <li>• Throwing objects</li> <li>• Ignoring or defying teacher</li> <li>• Homework not done</li> <li>• Poor effort at classwork</li> <li>• Missing equipment/ Incomplete Materials</li> <li>• Late for class</li> <li>• Rudeness</li> <li>• Bad language</li> <li>• Interfering with property</li> <li>• Poor corridor behaviour</li> </ul> <p><b>RESPONSES TO LOW LEVEL MISBEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>• Positive Praise when the opportunity presents itself</li> <li>• Verbal Reprimand</li> <li>• Move to another seat</li> <li>• Punishment work</li> <li>• Note in Journal</li> <li>• Note on VS Ware</li> <li>• Liaise with Tutor / Year Head</li> <li>• Student repairs/ cleans damage</li> <li>• Any other classroom management skills that are appropriate</li> </ul>	<p><b>MEDIUM LEVEL MISBEHAVIOUR PERSISTENT</b></p> <ul style="list-style-type: none"> <li>• Low level misbehaviour</li> <li>• Failure to have materials/ equipment</li> <li>• Lateness</li> <li>• Poor effort at homework and/or classwork</li> <li>• Bullying</li> <li>• Mitching</li> <li>• Smoking</li> <li>• Damage to property</li> </ul> <p><b>RESPONSES TO MEDIUM LEVEL MISBEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>• Positive encouragement and reinforcement</li> <li>• Check notes</li> <li>• Talk to student</li> <li>• Appropriate Sanction as per Code of Positive Behaviour</li> <li>• Liaise with class teacher / year head</li> <li>• Use tutor class to address issues</li> <li>• Detention</li> <li>• Writing of Rules/ Extra school work</li> <li>• Refer to Year Head</li> </ul>

**Level 2/3 Form****Tutor / Year Head**

Students Name:	Class:
Date:	Time:
Location:	

**Nature of the incident:**

Mitching	
Smoking	
Damage to property	
Persistent failure to follow tutor's direction and/or sanction	
Fighting	
Throwing objects	
Incitement of violence	
Bullying	
Persistent or severe verbal abuse of a student or teacher	
Malicious damage of school, staff or student's property	
Provide further detail if necessary:	

Signed:	Date:	Role:
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**Actions Taken:**

Tutor:	
Talk to student	
Appropriate Sanction as per Code of Positive Behaviour	
Liaise with class teacher / year head	

Use tutor class to address issues	
Detention	
Writing of Rules/ Extra school work	
Refer to Year Head	
<b>Year Head:</b>	
Liaise with class teacher/ tutor	
Talk to student	
Visit class	
Monitor sheets	
Appropriate Sanction as per Code of Positive Behaviour	
Make phone calls home	
Meet with parents/ carers	
Student conference	
Year group conference	
Referral to Deputy Principal/ Principal	
Referral to Care Team/ Counsellor	
Suspension	
Provide further detail if necessary:	

Signed:	Date:	Role:
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**Level 4**  
**Deputy Principal/ Principal**

Students Name:	Class:
Date:	Time:
Location:	

Nature of the incident:

Physical assault on staff member or student	
Serious and aggressively threatening behaviour	
Offensive language towards staff	
Throwing object at staff member	
Bullying	
Theft	
Refusal to hand up mobile phone or other electronic device	
Arriving in school under the influence of alcohol or illegal substances	
Possession of alcohol or illegal substances	
Possession of a weapon	
Distribution of an illegal substance	
Sexual harassment towards staff or students	
Verbal threats towards staff members and their property	
Setting off Fire Alarm	
Malicious damage to property	
Referral from Year Head for ongoing challenging behaviour	
Provide further detail if necessary:	

Signed:	Date:	Role:
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Actions Taken:

Meeting with student and relevant teacher	
Meet with parents/ carers	
Student contract	

Referral to outside agencies	
Referral to Board of Discipline	
Suspension	
Involvement of Garda	
Provide further detail if necessary:	

Signed:	Date:	Role:
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