



### **Code of Positive Behaviour**

Our priority in LETSS is to ensure a safe, positive, supportive and optimal educational environment for all. Consequently, high expectations will be communicated to and required from all members of the school community. The philosophical foundations of our Code of Positive Behaviour are care, respect, positivity and personal responsibility (Restorative Practice).

This Code of Positive Behaviour works in conjunction with the Limerick Educate Together Anti-Bullying Policy, Suspension and Expulsion Policies. This Code of Positive behaviour also applies while on all school outings, sporting events and trips etc.

‘Guidelines for Behaviour in the School’ (Education Welfare Act, Section 23), states that the Code of Positive Behaviour shall specify “the standards of behaviour that shall be observed by each student attending the school.” Towards this end, our aims are in introducing this Code of Positive Behaviour:

1. To ensure an educational environment that is guided by our Educate Together ethos.
2. To allow the school to function in an orderly way where all students can make progress in all aspects of their development.
3. To create an atmosphere of respect, acceptance, open-mindedness and consideration for others.
4. To promote positive behaviour and self-discipline, recognizing the differences between students and the need to accommodate and accept these differences.
5. To ensure the health and safety and well-being of all members of the school community.
6. To assist parents and pupils in understanding the school’s Code of Positive Behaviour and to ensure their co-operation with its implementation.
7. To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.
8. To resolve issues arising in a fair and transparent manner.

Whilst the school recognises the variety of differences that exist between children, and the need to accommodate these differences, especially those of students with special and/or physical needs, wherever it is possible within the confines of large classes, our expectations of student behaviour (school rules) are clearly outlined as follows:

1. Students will treat themselves, all school staff, fellow students, visitors to the school and people with whom they visit with respect and will have consideration for the rights and feelings of others.
2. Students will cooperate with and follow the guidance of all staff members. Students will cooperate with and be kind to each other.
3. Students will attend school every day, remain for the full school day and if absent, the school will be notified of the reason for the absence. The school is legally obliged to keep a record of all absences and to inform the DES at the appropriate time.
4. Students will bring their iPads, copies and all equipment that they need to all relevant classes. iPads must be brought to school fully charged. Pads are for class time only and not allowed to be accessed during breaks without the permission of teachers/Leadership Team.
5. Students will do their homework and participate fully in class. They will listen to each other and their teachers and will not disrupt any class. Students will take responsibility for their learning and do their best at all times.
6. Students will get their parent or guardian to sign their School Journal every week.
7. Students will keep their mobile phones in their lockers during the school day. They will not use their iPads or mobile phone to record or photograph any person or activity related to school without prior permission.
8. Students will not send messages, make phone calls or use any social media during the school day, unless instructed under teacher instruction. If students use their devices inappropriately the device will be confiscated and returned to their parent/carer.
9. Students will be on time for school and class.
10. Students will show respect for all property and equipment in the school and on the school premises. Students will not throw litter and will assist with keeping the school clean and tidy.
11. Students will show respect for all property and equipment in the school and on the school premises. Students will not throw litter and will assist with keeping the school clean and tidy.
12. Students will dress in accordance with the school dress code.

Students (and their parents/carers) are requested to read and uphold the policy. Please note that the list of responsibilities above should not be regarded as exhaustive and the mere fact that a particular matter is not specified in this code will not exonerate the student from responsibility or accountability should there be an infringement of another person's rights.

As a positive approach will be taken towards discipline and every effort will be made to implement this policy in a fair, reasonable and consistent manner.

## AGREEMENT

I have read the Code of Positive Behaviour and I agree to abide by its terms and to support the school in upholding the standards set out in this document.

Signed: .....Parent/Carer                      Date: .....

I agree to accept the Code of Positive Behaviour.

Signed: .....Student                              Date: .....

***Please note that the list of responsibilities should not be regarded as exhaustive and the mere fact that a particular matter is not specified in this code will not exonerate a student from responsibility or accountability should there be any infringement of another person's rights.***

A positive proactive approach will be taken towards discipline and every effort will be made to implement this policy in a fair, reasonable and consistent manner.

### **A whole school Approach**

Boards of Management, principals, teachers, other school staff, parents and students have responsibilities at different levels for behaviour in the school.

A whole-school approach requires the school to provide opportunities and support for these groups to understand and live up to these responsibilities. This means, for example, that parents have opportunities to learn how their commitment to, and their relationship with the school can impact on behaviour and learning. Students learn how their behaviour and learning, the learning of other students, and the wellbeing of staff, are linked together. Staff learn how their commitment to, and their relationship with, the school can impact on behaviour and learning.

1. In keeping with the characteristic spirit of our school, this Code of Positive Behaviour document recognises the professional autonomy of the teacher alongside the pivotal role of the parent(s)/guardian(s).
2. Our Code of Positive Behaviour will be brought to the attention of
3. All parents and students during the enrolment process.
4. All parents via a written communication from the Principal on any change to the Code of Positive Behaviour
5. All staff via staff handbook, staff induction, staff in-services and policy reviews.
6. Parents/carers and students agreeing to abide by the rules on re-enrolment each year. (A copy of the Code of Positive Behaviour is available in the school reception, on the school website or in the students' school diary)
7. The school community and general public via the publication of the Code of Positive Behaviour on the school website.
8. The school community via Ethical Education, SPHE and CSPE classes
9. The **Parents Association** will provide opportunities to provide information/talks or workshops on behavioural matters and aspects of child and adolescent development. It will also provide opportunities for discussion and parent's voice.

10. The **Students Council** will provide opportunities to provide information, policy review and formation, student voice.
11. Regular **staff meetings** will provide opportunities for information, discussion and workshops, policy review and formation and teachers voice.
12. **Board of Management** meetings will provide opportunities for information, discussion, policy review and formation and management voice.
13. From time to time Limerick Educate Together Secondary School may implement programmes in the school such as “Working Things Out” & “Parents Plus” for students and parents who wish to become involved. Details of such programmes will be communicated on implementation.

### **ROLES AND RESPONSIBILITIES**

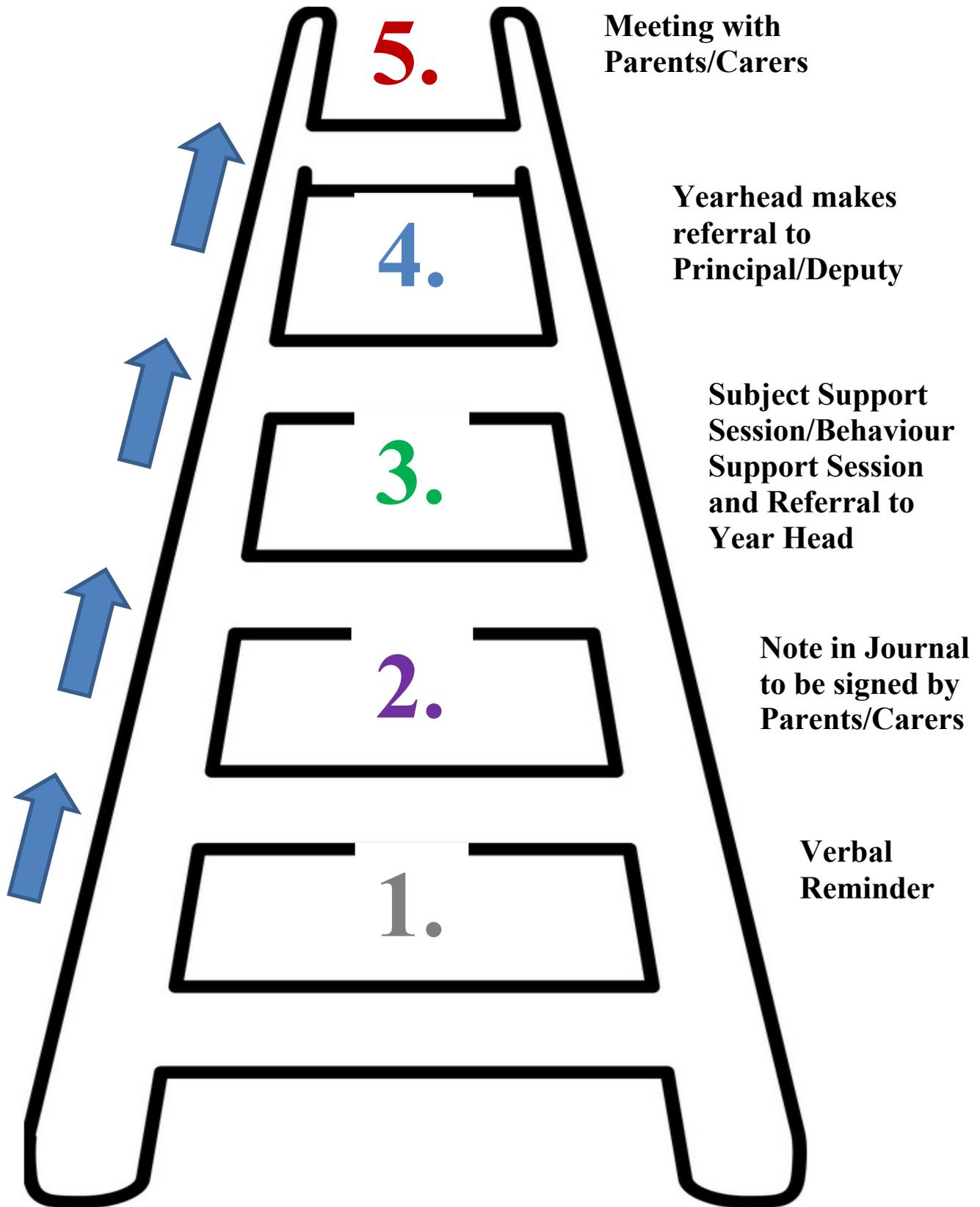
The Board of Management, Principal, teachers and other school staff, parents and students **ALL have responsibility to create an atmosphere of kindness, respect, acceptance, open-mindedness and consideration for others.** A whole-school approach requires the school to provide opportunities and support for these groups to understand and live up to these responsibilities. Students learn how their behaviour and learning, the learning of other students and the wellbeing of staff, are linked together.

#### **All staff have a responsibility to:**

1. Promote positive behaviour and self-discipline, recognising the differences between students and the need to accommodate and accept these differences.
2. Resolve issues arising in a fair and transparent manner.

**LADDER OF REFERRAL**

How do we help everyone to reach their potential?



**Step 1: Small misdemeanors, i.e. low-level disruptions/distractions etc.**

Conversation with the teacher.

**Step 2: More serious issues, i.e. persistent disruption, no homework etc.**

1. Class teacher should record note journal
2. Three separate incidents go to Step 4.

**Step 3: If behaviour/issue persists**

1. Subject Support Session/Behavior Support Session assigned. Teacher **must** record in Student journal and on the Google Sheet (located in LETSS Book of Knowledge Folder).
2. Class teacher may choose to ring home.
3. The student **must** get journal signed by parent/carer and present to both the teacher and the Yearhead the next day.
4. If a student does not present a signed journal to the teacher, the teacher should refer the student to the Yearhead.

**Step 4: For more serious incidents**

1. Year Head – Additional Subject Support Session/Behaviour Support Session assigned.
2. Yearhead will ring parent/carer and/or will invite them attend a meeting.
3. Yearhead may refer the matter to the Deputy Principal or Principal.
4. Report to Yearhead or Deputy Principal

**Step 5: Deputy Principal or Principal**

1. Parents may be invited to attend meeting with the Principal/Deputy Principal
2. School Report to Principal

*At all stages every effort will be made to use RESTORATIVE PRACTICE to resolve issues.*

In some cases, where relevant, the Principal, Deputy Principal and/or Yearhead will issue a student in regular breach of the Code of Positive Behaviour with an Individual Expectations Agreement (IEA).

Subject Support Sessions and Behaviour Support Sessions take place at breaktime and lunchtime each week to support students' academic or behaviour needs.