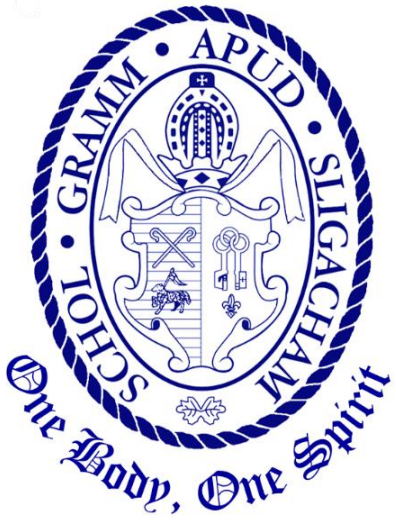
SLIGO GRAMMAR SCHOOL



Code of Behaviour

Code of Behaviour

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1 INTRODUCTION

This Code of Behaviour will reflect the ethos and vision of Sligo Grammar School. The School is an Incorporated Society School under the auspices of the Church of Ireland. The code is therefore designed to encourage behaviour which reflects Christian values and promotes a rounded and holistic development of students within a safe environment. The School's community is both multi and non-denominational. We similarly commit ourselves to creating an atmosphere that celebrates diversity.

The code applies both on campus and off campus where students engaged in extracurricular activities are identifiable with the School. The responsibility for the implementation of the code first and foremost rests with the School management and staff. It is expected that parents/guardians will fully support the School in the implementation of this code.

It is the responsibility of all the adults in the School community, staff, teachers and board members to model in their dealings with one another and with students, the high standards of behaviour which the School expects.

This current code was intially developed, over the Academic year 2010-11 and has been reviewed regularly, by staff in consultation with BOM; School Council and parents through The Parents' Association. It has been informed by the NEWB "Developing a Code of Behaviour: Guidelines for Schools (2008), the requirements of the Education Act 1998 and the Education (Welfare) Act 2000 and the Guidelines for Wellbeing in Junior Cycle 2017.

The expectations for behaviour in this code apply to all students under the care and responsibility of the School during School time, on the School bus, in attendance at a School activity/extra- curricular activity; and while taking part in School related trips or tours both at home and abroad.

Where a student is alleged to have engaged in serious misbehaviour outside School, when not under the care or responsibility of the School, a judgement may be made that there is a clear connection with Sligo Grammar School and a demonstrable impact on its students, staff or work, that the code of behaviour applies e.g., bullying behaviour that occurs elsewhere such as cyber-bullying.

These expectations were arrived at after careful discussion with students, staff, parents, School management, Board of Governors and Board of Management

The Code of Positive Behaviour has been developed in line with Section 23 of the Education (Welfare) Act 2000 and the Guidelines issued by the National Educational Welfare Board.

The Board of Management of Sligo Grammar School acknowledges the duty to publish their policy concerning admission and participation in the School, including the policy of the School relating

to the expulsion and suspension of Students pursuant to Section 15 (d) of the Education Act 1998 and Section 23 of the Education Welfare Act 2000.

2 PURPOSE

The code, in a positive way, seeks to promote behaviour which enables each member of the community to reach their full potential. It is underwritten with a belief in the right of each member of the community:

- to have the opportunity to learn
- to be happy both in the academic and leisure environments
- to be treated fairly
- to be safe

The code seeks to ensure that students are aware of the high standards of behaviour that are expected of them and the way in which inappropriate behaviour will be responded to.

The Code of Positive Behaviour in Sligo Grammar School specifies:

- The standards of behaviour that shall be observed by each Student attending the School;
- The measures that may be taken when a student fails or refuses to observe those standards;
- The procedures to be followed before a student may be suspended or expelled from a School;
- The grounds for removing a suspension imposed in relation to a student;
- The procedures to be followed relating to notification of a child's absence from School.

Whole School Approach

The Code of Positive Behaviour, on its own, cannot create the environment that makes it possible for students to learn and behave well. All members of the School community have responsibility to ensure that our students behave well. The main elements of a whole School approach to behaviour include:

- An ethos, policies and practices, including class allocation and timetabling, that are in harmony to create a positive School environment. Related policies include the Schools Anti-bullying, Pastoral Care, Attendance and Substance Use Policies.
- A collaborative and consistent approach to behaviour
- Effective classroom management, teaching strategies and curricular planning
- An inclusive and involved School community
- The classroom environment, like the wider School community, gives students clear messages about teachers' expectations and creates boundaries.
- The skills of staff in managing a routine engagement with students are critical in preventing problems.
  - The supervision of students at break times also helps to ensure the School creates and maintains a positive School environment for all members of the School community.

3 AIMS OF THE CODE

1. That each student will develop and demonstrate good behaviour appropriate to the circumstances surrounding them.
2. To develop good behaviour enabling students to take their place as responsible members of society.
3. That the teaching and learning environment is orderly and conducive to the students' right to learn.
4. To ensure fair and equal treatment of each student.
5. To support the moral and social development of each student.
6. To promote respect for the diversity of backgrounds, opinions, cultures and needs of others.
7. That each member of the community respects both personal and School property.
8. To promote respectful relationships for effective learning and behaviour in the School community.
9. To effectively communicate personal responsibility to self and others for behaviour and the consequences of behaviour to all members of the School community.
10. To encourage students to uphold the ethos and values of the School even when no is watching.

4 STANDARDS OF BEHAVIOUR FOR EACH MEMBER OF THE COMMUNITY

The School's Expectations, Standards of Behaviour, are as follows:

The following are general guidelines (not an exhaustive list) for the standards of behaviour.

Students are encouraged to look out for each other and seek help/advice/support for themselves or others when in difficulty. This promotes a safe and caring environment for everyone and fosters a sense of personal responsibility.

Students are responsible for their own behaviour, and they are expected to:

1. **Be respectful of others.**
2. **Be engaged and do their best.**
3. **Be on time.**
4. **Be in correct uniform.**
5. **Be prepared.**

What this means at Sligo Grammar School?

Students will co-operate and follow the instructions of all staff members respectfully. Students will co-operate with each other respectfully. They will listen to each other and their teachers and not disrupt any classes.

Students will treat themselves, School staff, fellow students and visitors to the School with respect and have consideration for the rights and feelings of others.

Students are responsible for maintaining a safe and productive learning environment.

Students will be on time for School/class and not loiter or go their lockers between classes.

Unacceptable Behaviour and Disciplinary procedures

The procedures for dealing with incidents of unacceptable behaviour/breach of the School rules are referred to as our 'ladder of referral'.

Unacceptable behaviours include not meeting the Schools Standards of Behaviours and the following, though it is not an exhaustive list:

- Use of chewing gum
- Failure to bring appropriate class materials
- Constant chatting
- Damage to property
- Defiance
- Disruptive behaviour
- Homework incomplete or not done
- Inattentive in class
- Unacceptable language
- Inappropriate use of mobile phone
- Poor punctuality – lateness to class
- Sleeping in class
- Unauthorised Absence from class
- Uniform breach
- Unsatisfactory class test
- Unsatisfactory class effort

Serious breaches of the Positive Code of Behaviour are detailed.

The basic principle is that the more serious the incident, the higher up the ladder it is dealt with varying degrees of response.

Interventions should be appropriate to the offence and applied progressively: repetition of offences will result in progressing higher up the ladder of referral. However, it is possible that a serious first offence could justify a severe sanction, including expulsion. The list of interventions is not exhaustive and may be added to as required. Also, should there be improvement in a student behaviour, a student may be dealt with subsequently at a lower level on the ladder of referral.

The underlying purpose of all interventions initiated by the School will be to foster the standards of behaviour and principles stated in the Code of Positive Behaviour.

The School will strive to maintain positive behaviour in a manner that builds an atmosphere of mutual respect and tolerance and enhances students' sense of self-confidence and self-worth.

The School reserves the right to exercise both informal and formal disciplinary measures as it deems appropriate. The decision as to which procedure to follow will depend on the seriousness of the alleged infringement and any mitigating or aggravating circumstances.

Positive behaviour is the responsibility of the whole School community: parents, students, teachers, SNAs, Support Staff, Deputy Principal, Headmaster and Board of Management

Collating information and communicating information between the School partners is of paramount importance; with this in mind the School database (VSWare) is used to collate information.

These Disciplinary Procedures are intended only as a statement of the School's policy and the Board of Management reserves the right to review them from time to time.

Ladder of Referral

At each level, interventions including supports may be considered in addition to those listed below for each stage.

Level 1 – Subject Teacher

- Each Subject Teacher has responsibility for promoting positive behaviour in their own classroom. With the help of consistent rules and routines in class/School, occasional minor behaviours for concern will be attended to effectively by the classroom teacher.
- Subject teachers may use some of the School's agreed interventions.
- Subject teachers will record all incidents of failure to meet expectations on VSWare:
  - The student must be informed that a VSWare comment is being imposed and the reason for this in the student journal where necessary.
  - This record that can help highlight patterns of behaviour across subjects.
  - This record is not by itself intervention and that remains the judgement of the Teacher.
  - Defiance will require a comment as it will lead to a School Detention.
  - Toilet breaks will be recorded.
- A student whose behaviour has not modified despite the subject teacher's best efforts will be referred to the Coordinator of the year.

Inventions available to Subject Teacher

- A meeting with Subject Teacher.
- Lunch time detention held in classroom – 5 to 15 min.
- Written work – additional and purposeful.
- A letter of apology.
- A note in journal to be signed by Parent/Boarding House Parent.
- Notification to parent.

Level 2 – Coordinator

- Each year group is assigned a Coordinator. The Coordinator has special responsibility for the year group and has a pastoral and disciplinary role to play for the students in their year group.
- Coordinators usually deal with more serious offences or an accumulation of minor offences.
- Coordinators can impose School interventions up to and including School Detention.
- Coordinators will keep detailed records of student conduct; and may enter them onto VSWare, the School MIS.
- A student whose behaviour has not modified despite the Coordinator's best efforts will be referred to the Deputy Principal/Headmaster.

Interventions available to Coordinator

- A letter of apology.
- A meeting with Coordinator.
- Lunch detention, 5 to 15 minutes.
- A formal phone call from Coordinator home to inform parents (written record).
- An email or letter from Coordinator to parents.
- Written work eg: essay discussing the Code of Behaviour.
- Withdrawal of privileges e.g. leave out, attendance at School social functions.
- After School detention - 1 hour supervised.
- A formal meeting with parents and student at School with Coordinator.
- School based community service; appropriate must be confirmed by the Deputy Head Pastoral
- Placing a pupil onto a report card – punctuality / behaviour / academic effort / uniform or church attendance.

  Repeat offenders of this sanction due to insufficient effort whilst on report will receive a second card and referral to the next level of intervention.

Level 3 – Deputy Principal

- The Deputy Principal usually deal with serious offences or an accumulation of minor offences.
- The Deputy Principal can impose School interventions up to and including School Detention; and recommend suspension.
- The Deputy Principal will keep detailed records of student conduct; and may enter them onto VSWare, the School MIS.
- Deputy Principals will meet the Headmaster weekly to review Behaviour Management Information.
- A student whose behaviour has not modified despite the Deputy Principal's best efforts will be referred to the Headmaster).

Interventions available to Deputy Principal

- A referral from Coordinator to Deputy Principal
- The DPs will liaise with SENCO regarding students with additional needs.
- A letter of apology.
- A formal phone call to parents (written record).
- A formal letter or email to parents.
- Written work, for example, essay discussing the Code of Positive Behaviour.

- Withdrawal of privileges e.g. leave out, attendance at School social functions, the ability to represent the School in extra-curricular activities for a period of time.
- Attendance of pupil and parents at a formal meeting in School with Deputy Principal.
- A move from one class to another.
- Withdrawal of right to bring car to School.
- Withdrawal of digital devices.
- Withdrawal of mentor / prefect status.
- Suspension from boarding.

Level 4 - Headmaster

- In the interest of fostering a harmonious community life, a high standard of positive behaviour is required at all times.
- In particular, the conduct outlined will be considered a serious breach of the Code of Positive Behaviour.
- Where there is a serious breach, or alleged serious breach, of the Code of Positive Behaviour, whether within the School premises or not, the Headmaster (or Deputy) will be notified.
- Any of the serious breaches of the Code of Positive Behaviour by a student may lead to a disciplinary sanction up to and including suspension or expulsion in accordance with the procedures on Suspension and Exclusion.
- The Headmaster informs the Board of Management of all suspensions and recommendations of exclusion.
- In consultation with the Board of Management the Headmaster reserves the right to withdraw boarding privileges from a student. It is expected that Boarding students will comply with Code of Positive Behaviour and if the Headmaster is concerned with the behaviours of a student, boarding privileges may be removed.

Level 5 – Board of Management

- The Headmaster seeks the permission of the Chairperson of the Board of Management for a suspension of 4 to 5 days.
- The Headmaster presents a report to the Board of Management for a recommendation to suspend for more than 5 days but no more than 10 days.
- The Headmaster presents a report to the Board of Management for a recommendation to expel.

The Board of Management reserves the right to consider removing boarding privileges from a student where there is serious misbehaviour.

Interventions: Supports

The subject teacher will deal with the majority of routine incidents of misbehaviour through classroom management strategies, thus minimising the need for interventions. The School has both formal and informal structures in place for when intervention is necessary.

- Formal structures include: Teacher, Assistant Coordinator, Coordinator, pastoral care teams, guidance counsellors and the student care team etc.

- Informal structures include: peer support, mediation or providing informal support to colleagues

e.g. removing a student to a colleague's room for time-out.

Interventions refer to the strategies used to help prevent students from re-offending and give specific help to those students who find it particularly difficult to live by the code of conduct. Such strategies usually involve gathering information and consultation with School personnel, parents/guardians and others as appropriate. Specific intervention packages may need to be designed to suit individual needs. Examples of specific interventions include:

1. The class Teacher, Assistant Coordinator, Coordinator, wellbeing team, and guidance team, are in place to support students who need additional guidance in behaviour management.
2. Additional support may be necessary for some students for example: a behavioural plan, a target sheet etc.
3. Specialised support may be necessary for a small minority of students for example: having an SNA appointed, going home at lunchtime, involvement of external agencies etc.
4. A restorative approach may be used to resolve a student to student issue including an issue of bullying where mutually agreed.

Behaviour on Trips

- On trips away from School each student must remember that he/she goes as a representative of the School.
- At all times students must behave in an exemplary manner and comply without question with all directions given by the person in charge.
- All of the School rules and policies remain in force while participating in such trips, including the ban on smoking, alcohol and other illegal substances.
- Each student is expected to uphold the School's Code of Positive Behaviour while on School trips and outings.

Bullying

- Bullying in any form, whether physical, verbal or by isolation is unacceptable to the School.
- Each student is expected to adhere to the School's anti-bullying policy.
- Bullying will be dealt with in a serious manner; and any alleged instances of bullying will be investigated thoroughly; and may lead to suspension or expulsion of the student who carries out the bullying.

Respect, courtesy and tolerance

The School community includes the Board of Directors, Board of Management, parents, teaching and non-teaching staff and the students. The purposes of the School are best served where each member of the community displays courtesy, manners, tolerance and respect for each other. Each member of the community has a right to be treated with good manners, courtesy, respect, tolerance and kindness. This applies to behaviour, to speech and use of language. Inappropriate

behaviour and offensive language must be avoided. Visitors to the School should be treated with similar good behaviour.

The importance of the adult population modelling each of these behaviours for students in their own relationships with students and with one another is recognised.

Students and staff have a right to be free of intimidation of any kind. Bullying and any form of harassment, or exclusion, will not be tolerated - the School has a separate **Anti-Bullying Policy**. It is essential anyone who is concerned about such an activity informs an appropriate person as recommended in the policy.

Behaviour in class and examinations

As already stated, the right to learn is a fundamental right. Teachers have the right to teach. Knowledge of and adherence to routines helps to promote a good learning environment and such is expected of both students and teachers. Parents are requested to ensure books and stationery requirements are met and it is expected of students that these are brought to class.

Each student is responsible for maintaining a high level of personal behaviour and co-operation in the classroom. The students take responsibility for their own learning and are expected to do their best. Growth towards independent learning is encouraged.

There is a separate **Assessment Policy** which outline behavioural expectations during examinations.

Curriculum Support for Positive Behaviour

Students are informed and supported in meeting the expectations of our Code of Positive Behaviour in the following ways:

1. The code of positive behaviour is circulated to the parents/guardians of all new entrants into the School; and they are asked to read it and confirm same by signing acceptance form; their support and co-operation is expected.

   This is done to ensure that parents/guardians and students understand what our rules are, why they must be adhered to and what procedures will be followed if the rules are not upheld.

2. At the start of each new academic year/induction process, the expectations for positive behaviour and any amendments to it are highlighted to students.

   This is done to remind students of the content and to take account of the fact that they have been out of the School environment for 3 months.

3. School expectations and the reasons for these are discussed as part of the School's pastoral care programme. A synopsis of the expectations is included in the School journal with relevant policies available on the School website.

4. Respect for others, self-control, a sense of fairness and the principles of natural justice are discussed as part of the religious education and SPHE programmes in the School.

5. Issues such as bullying, racism, sexism, harassment, violence, substance misuse…etc. are discussed with the students during their time in our School using SPHE, CSPE, Assembly, classrooms and/or outside speakers.

   T*his is done to help our students to better understand these issues so that they can base their thinking, understanding and action on factual information; and in the light of the values espoused in our School.*

6. The Teacher, Coordinator, Boarding House staff, and Pastoral Care Team are in place to support students who need additional guidance in behaviour management.

7. The emphasis on student voice and leadership motivates students to maintain high standards of behaviour and to aspire to be good role models.

Understanding Behaviour

An understanding of the factors that influence behaviour is fundamental to developing and implementing the School's Code of Positive Behaviour. Learning, Relationships and Behaviour are inextricably linked. The two categories of factors that influence behaviour are:

Within-person Factors	***External & Interpersonal Factors***
• Age & stage of development • Personality & temperament • Personal history & experience • Physical, sensory or medical • characteristics • Skills, ability to learn • Beliefs about self & others • Resilience & self-efficacy	• Parental & family patterns & relationships • Social networks, including friends & peer groups • Neighbourhood & community factors • The status & standing of different groups in society School factors • Time, opportunity & support for personal /social development

School life is fundamentally social; and individual students and teachers are part of the many groups and subgroups in the course of a single day. The dynamics that operate within and between these groups are very powerful and are themselves significant influences on individual and group behaviour.

Promoting Good Behaviour

Promoting good behaviour is one of the main goals of our Code of Positive Behaviour. This requires consistency across the teaching team. Strategies to promote good behaviour include:

- Involving students in the preparation of the School and classroom rules.
- Agreeing upon, teaching and frequently reminding students of expectations.

- Use of rewards systems for students through tutors and year heads.
- Promoting and strengthening relationships between all partners through open conversations and meetings.
- Adults modelling the behaviour that is expected from the students.
- Good School and class routines being carried out.
- Helping students themselves to recognise and affirm good learning behaviour.
- Facilitating conversations with students on how people will treat each other and what this looks like in our School environment.
- Allowing opportunities for students to achieve leadership roles in our School.
- Specific teachers are available to offer supports for students that may need them.

Homework

Homework is an essential part of the teaching and learning process. In taking responsibility for their own learning students develop good private study habits. Homework journals are provided to facilitate students noting work set by teachers. Such further study reinforces and develops classroom activities and it is expected that homework will be completed. Parents are requested to encourage and to monitor study and to facilitate it by providing an appropriate study space. Parents are also encouraged to familiarise themselves with the separate **Homework Policy.**

Out-of-class behaviour

All students are encouraged to participate in and commit to the wide variety of activities that take place in the School. Each student is expected to maintain a high standard of behaviour at all times when identified as being a Sligo Grammar School student. This includes but is not limited to; attendance at or participation in extracurricular activities, School events and School tours.

There is a separate **Trips Policy**.

Property

The School endeavours to provide an environment that is appropriately well-kept and is therefore a pleasant working environment. Students should respect this and avoid behaviour which would damage School property either accidentally or wilfully. Casual dropping of litter is disrespectful to all other members of the community.

The School operates in an environment of trust. Students and staff have a right to feel their property is safe and will not be interfered with. Students are advised, however, not to bring valuables to School and if they do so they do so at their own risk.

Students will have access to digital technologies including Office 365, computer room and Chromebooks. Students must respect the School property and ensure their usage of same is in line with the **Acceptable Internet Use Policy**.

Yondr pouches for mobile phones remain the property of the School. There is a separate **Mobile Phone and Personal Smart Device Policy**.

Attendance

Regular and punctual attendance is essential for a positive learning experience. Under legislation we are required to seek detailed explanation for any absence or latecomers as per **NEWB (National Education Welfare Board) Guidelines.** The School may contact the Parent / Guardian where it deems that absence remains unexplained.

Parents are asked to ensure that if students need to leave School early or arrive in late that they contact the School office via email or the VSware app. The School is under law required to keep a record of all absences and the reason for same.

In addition, in order to maximise the teaching and learning experience family holidays should only take place during School holidays. There are many periods of compulsory assessment for all students throughout the academic year including CBAs and components of State Examinations such as practicals, orals, project deadlines.

Absent without Leave ("AWOL")

Students must not leave the School grounds at any time during School hours or absent themselves from any timetabled classes without permission from staff. Excessive loitering in the corridor/in bathrooms/boarding houses/changing areas is not permitted. Any student considered AWOL will receive appropriate sanctions from their co-ordinator. Boarders will only be permitted to leave the premises at the designated times for boarders.

Exeat communication from parents/guardians must be received by the office prior to any student leaving the School grounds. Retrospective permission will not be accepted. Prior to leaving the premises with parent/guardian's permission during the School hours, students must sign out in person at the School office.

Students from 1st to 4th year can only sign out if a parent or guardian is present. 1st to 4th year students who leave the grounds at any time, will be deemed AWOL and appropriate sanctions will be imposed by their co-ordinator.

Only 5th and 6th year students are permitted to leave the School grounds at lunch time. Returning late may result in this privilege being removed. Students who enter the School grounds in their own private vehicles must not allow other students access into their vehicle at any time. Students who choose to park on the School grounds are not permitted to use the vehicle to exit the School grounds at lunch time.

Uniform

At Sligo Grammar School, we take pride in our excellent School reputation. School uniform identifies the School community with this reputation and so is worn with pride. Parents/guardians are requested to familiarise themselves with the School's **Uniform Policy**.

Classroom seating arrangements

Students must remain in the seats assigned to them by their subject teacher.

Toilet facilities

- Students must use the designated facilities for their year group (Junior or Senior toilets).
- Only one student may use a cubicle at any one time.
- Loitering in the toilet area is prohibited and will incur sanctions.
- Students are asked to use toilet facilities at official break times only.
- Students must always respect School property and facilities.

Concerns/Complaints about a behaviour matter

Where a parent/guardian or student has a concern or wishes to make a complaint in relation to a behavioural matter, they should feel free to notify a Year Head, the Deputy Head (Pastoral) or the Headmaster either verbally or in writing.

Roles and Responsibilities

Our School acknowledges the contribution of all members of the School community. Each member has responsibility for the promotion of positive behaviour and a role in responding to negative behaviour.

The successful implementation of this Code of Positive Behaviour depends on students, parents/guardians and staff working together.

Clearly defined roles and responsibilities allow for consistency among staff as well as ensuring that there is a planned approach to helping students to change their own behaviour.

Students

The School expects that students will at all times uphold the Code of Positive Behaviour.

Parents and Guardians

Parent(s)/Guardian(s) co-operation and support is fundamental to the implementation of the Code of Behaviour. Parent(s)/Guardian(s) will be made aware of the School's Code of Behaviour and are asked to sign the Code of Behaviour on enrolment.

In doing so, it is established that Parent(s)/Guardian(s) are acknowledging acceptance of the Code of Behaviour and that they will make every effort to ensure that their child complies with every aspect of the code.

Enrolment in our School is dependent on acceptance of the Code of Behaviour, and continued enrolment is dependent is conditional on continued acceptance and adherence of the Code of Behaviour.

It is the policy of the School to keep parents/guardians fully informed and involved, from an early stage, in relation to instances of misbehaviour.

Parents/Guardians have an important role to play in ensuring that students abide fully with this Code of Behaviour. The assistance and involvement of parents/guardians may help to avoid the

need for disciplinary action and other consequences which unacceptable behaviour can cause for the students themselves and/or fellow students, staff members and the general functioning of the School.

Parents/Guardians are encouraged to share information with the relevant School personnel in order to assist the School in understanding a student's behaviour and to plan interventions where necessary.

Teachers and SNAs

The School acknowledges the key role of teachers in the development and operation of the Code of Positive Behaviour.

The School recognises that a teacher's main focus is in the area of teaching and learning, but that they also have a pivotal role to play in behaviour management. That pivotal role forms a core element of this code.

The teachers in Sligo Grammar School with special responsibilities for emphasising and reminding students of the code are:

- Teacher
- Coordinators
- Guidance Counsellors
- Learning support teachers and SNAs

Support Staff

The School acknowledges the contribution of support staff in the day-to-day running of the School.

They too have a part to play in the successful delivery of our Code of Positive Behaviour: in particular, they have responsibility to report incidents of misbehaviour and examples of positive behaviour they witness.

Headmaster and Deputy Principal

The Principal and Deputy Principals are responsible for: setting and modelling high expectations of behaviour; and developing, reviewing and implementing the positive code of behaviour.

Board of Management

The Board of Management is the decision making body of the School. While it is not involved in the day-to-day procedures, it is the body to which parents and students over the age of 18 years can appeal in cases of suspension and exclusion.

The School acknowledges the role of the Board of Management in the development and operation of the Code of Positive Behaviour.

All policies are developed with the authority of the Board and must be approved by it before becoming official School policy.

5 PROMOTING GOOD BEHAVIOUR

Promoting good behaviour is a main goal of this code. A range of strategies exist within the School for promoting good behaviour at both classroom and School level. The School also has a tradition of recognising and rewarding achievements.

These methods include:

1. Personal acknowledgement to students through praise.
2. Praise upon witnessing positive behaviour.
3. A system of commendation by recording good behaviour on VSware.
4. Specific recognition of students considered to have made a special contribution, inside or outside of School, by the awarding of, for example, an item of clothing, a badge or a certificate.
5. Recognition at a Whole School Assembly.
6. Academic effort is acknowledged.
7. Annual Prize Giving
    - Academic effort is acknowledged by “Effort Prizes” in each class/subject.
    - Academic excellence is acknowledged in each class/subject.
    - There are special prizes for outstanding Academic achievement.
    - A number of special prizes are awarded for outstanding achievement in non-academic areas such as sports and extra-curricular activities.

6 RESPONSE TO INAPPROPRIATE BEHAVIOUR

Where students behave in a manner which is inappropriate, we aim to resolve issues in a positive way by adopting a problem-solving approach so that the student learns to behave in an acceptable manner.

We see the School, students and parents/guardians working in partnership to achieve a positive outcome for all and create an encouraging learning environment.

7 SANCTIONS

There are times when sanctions are needed as a response to inappropriate behaviour. Examples of such inappropriate behaviour include responding disrespectfully to a teacher, swearing and using physical violence. It should be noted that this list of inappropriate behaviour is not exhaustive.

Once again, the School emphasises the purpose of sanctions is to change behaviour. Every effort will be made to use sanctions in a way that is transparent, equitable, fair and consistent.

A range of sanctions which it may be considered appropriate to use include:

1. Verbal warning.
2. Moving a student within a classroom.
3. Being given a minor imposition such as, an extra piece of work or being detained during a School break.
4. A note in the student's journal for parental / guardian's signature. Alternatively, other forms of communication may be used e.g. email or telephone.
5. Withdrawal of privileges including participation in School trips/extra-curricular activities.
6. Carrying out a useful task within the School (parents will be informed, where appropriate)
7. Being reported to the Co-ordinator, Deputy Principal or Headmaster.
8. Being detained outside of School hours. This will only take place following contact with parents.
9. Being placed on report for a period of time as determined by the Co-ordinator – where the student's work and effort are reported on by the class teacher at the end of each class.
10. Meeting with parents to explain the issues and to obtain their support.
11. Suspension from School and/or boarding.
12. Expulsion.

On rare occasions withdrawal from a particular class or year group to a supervised location on a temporary basis may be deemed appropriate in order to ensure the right to learn of other students.

Any intentional damage to School property will result in a replacement/repair charge to parents/guardians.

8 PROCEDURES FOR SUSPENSION, EXPULSION AND APPEALS

Access to education shapes the life chances of children and young people in a fundamental way. For this reason, a proposal to exclude a student, through suspension or expulsion, is a serious step, warranted only by very serious misbehaviour. Suspension and expulsion will only be exercised by the Headmaster / Board of Management as a proportionate response to a student's behaviour.

Suspension or expulsion will occur as deemed appropriate by the Headmaster/Deputy Principal following investigation into any incident or series of incidents. A parent/guardian may appeal this decision to the Board of Management. In all cases parents/guardians are notified in writing of their right to appeal.

The Board of Management reserves the right to remove from the School register any student who puts the health and welfare of other students or staff at risk, or any student who engages in persistent or serious misbehaviour which undermines the ethos of the School, undermines the education of other students or the work of the School staff.

In certain circumstances, where the Headmaster deems it necessary in the interests of the students and staff, a student may be suspended prior to a full investigation taking place. In the

circumstance of immediate suspension, the parents of the suspended student will be informed as soon as possible.

A separate policy document gives details of **Student Expulsion Procedures.**

9 PROHIBITED SUBSTANCES AND ACTIVITIES

The School prohibits the use of, possession of, supply of or the organisation of supply of illicit drugs or substances by students. The possession of dangerous objects, weapons or illicit or harmful substances is considered by the School to be a very serious offence and is likely to lead to suspension or expulsion. The School also reserves the right to involve the HSE and/or the Gardai if it considers this appropriate.

Smoking/vaping, the consumption of alcohol or facilitation of students' engagement in these activities is strictly forbidden and any infringement will be treated as a serious breach of this code. Possession of any substances or associated equipment is forbidden. The use or possession of any nicotine containing products or consumables containing synthetic cannabinoids is strictly prohibited.

The School does not permit the consumption of chewing gum or high-sugar energy drinks on the School grounds. Failure to comply will result in a verbal warning for a first offence and detention for a second offence.

If the School suspects a student is involved in such activity it reserves the right to request students to surrender any objects in their possession or participate in a thorough search of their belongings. The School may require the student to undergo a medical examination as determined by the School. This would be done with the consent of parents/guardians.

There is a separate **Substances Abuse Policy**.

10 HEALTH AND SAFETY

It is clearly important that the School is both a healthy and a safe place. It is important that no one behaves in a manner which is detrimental to the health and safety of others. Students are required to become familiar with safety procedures especially in laboratories, the woodwork room and when involved in sport.

No student should be sent to School if suffering from an infectious disease. Parents / guardians are requested to inform the School if their child has an infectious disease or specific medical condition.

11 MOBILE PHONES AND PERSONAL SMART DEVICES

It is recognised that such devices are widely used by students and brought to School. Such devices have immediacy and urgency in their nature, distract the user and are invasive.

The School has a separate **Mobile Phone and Personal Smart Device Policy**.

12 PRIVACY

Respect for others includes respect for their privacy – both of their person and their property. This applies to all members of the School community.

Specifically, recording of conversations or capturing of either still or moving images must only take place, in exceptional circumstances, with the permission of the teacher and individual/s concerned.

The School network contains the filtering system provided by the DES. Discretion and care should be taken when uploading files at all times via the internet.

The School has a separate **ICT Acceptable Usage Policy** and **Data Protection Policy.**

13 SCHOOL EXPECTATIONS

A summary of the expectations of the School will be provided to ensure the smooth running of the School and operate in conjunction with this code and with School policies. It is expected that students will co-operate with these rules in a positive manner.

14 ROLE OF PARENTS

The success of this code is greatly assisted by the expected support that parents/guardians will give the School in its implementation. It is vital that any Parent/Guardian who has concerns over their children's behaviour or work, or who have information regarding a circumstance which impacts on their child's behaviour/work, contacts the School. Utmost confidence is ensured where that is required

15 PUBLIC HEALTH

Sligo Grammar School follows the Department of Education and Skills guidelines for Schools.

16 ONLINE LEARNING

See Online Learning – The Law, ASTI and SGS Policy

Appendix A – Interventions: A Restorative Approach

A Teacher or pastoral leader may choose to use a restorative approach.

Why it matters?

We often spend time thinking about what went wrong, why and what should happen next.

This strategy helps young people to practise the skill of self-reflection, and better regulate their emotions.

A restorative justice approach can be a valuable tool for improving behaviour.

Top tip!

Don't try to have these conversations when emotions are flying high – allow the student sufficient time to calm down.

1. What went wrong?

When negative behaviour occurs, start by asking what went wrong. Allow the student to explain in their own way, while you listen, clarify and then paraphrase. The following script is a good way to manage the conversation:

1. Praise – confirm good work from the past.
2. Probe – ask why.
3. Identify – select 2 or 3 options to take.
4. Plan – narrow the solutions to one clear action.
5. Lock – ask the student to summarise the conversation.

2. Listen Carefully

When you have established what went wrong, ask why. Again, listen carefully. If the student isn't sure, prompt with questions.

For example, 'Imagine if ….. describe to me ….' or, 'Howe could you have …. Instead of ….?'

If they are still not sure, just tell them.

3. Which Way Next?

Once you know why, ask: 'Which way next?'

Discuss alternative responses and reactions, and their consequences.

Where possible, always offer a choice to the student, but make sure that you select what those choices are

Summary

1. What went wrong?

Ask first, 'what went wrong', clarify and then paraphrase.

2. Listen carefully

Ask why, pause and listen.

3. Which way next?

Discuss alternative responses and pathways.

Disciplinary Procedures – serious breaches

The Board of Management reserves the right to review these procedures and revise them at its discretion.

1. Unacceptable Behaviour

Unacceptable behaviour which, in the opinion of teachers or pastoral staff, does not amount to a serious breach of the Code of Behaviour will be the responsibility of the teachers or pastoral staff to investigate. Appropriate interventions, including detention, may be imposed.

2. Serious breaches of the Code of Positive Behaviour

In the interest of fostering a harmonious community life, a high standard of behaviour encompassing the

"Standards of Behaviour" as set out above, is required at all times.

In particular the conduct outlined below is strictly forbidden and will be considered a serious breach of the Code of Behaviour.

A serious breach, or alleged serious breach, of the Code of Behaviour as outlined below, may addressed under the Code of Behaviour whether it occurred within the School premises or not.

2.1 Assault or attack (whether verbal or physical) or striking or hitting or aggression towards, harassment of, (including sexual harassment) or interference with any person; disruption of classroom, prep, assembly, chapel, sport or other extra-curricular activities.

2.2 Possession of any offensive or dangerous weapons or other instruments or hazardous materials likely to cause injury to others.

2.3 Intentional damage or vandalism to School, public or private property; actual or attempted theft of property.

2.4 Possession, provision, acquisition, use or consumption of tobacco, vaping, alcohol, drugs of any kind (not administered in the course of medical treatment) or solvents.

2.5 Use of the internet, cameras, telephones, or any other communication (electronic, manual or otherwise), whether School property, the student's own property or any third party's property, to record, copy or transmit material that is illegal, defamatory, obscene, pornographic, hateful or that has the effect of, or is intended to, harass, intimidate or discriminate against any other person.

2.6 Unauthorised recording (audio or visual) of any member of School staff.

2.7 Unauthorised absence from School, leaving the School premises without permission or entry into those areas of the School property 'out of bounds' to all or to categories of students, e.g. boys into girls' rooms/dormitories or vice versa or any inappropriate activity or contact of a sexual nature.

2.8 Persistent failure to cooperate with staff or to work to the best of the student's ability.

2.9 Disrespect towards the School, its staff, property and traditions or failure to wear its uniform with pride and honour or any behaviour which brings the School into disrepute.

2.10 The conduct of the student poses a risk to the health and safety of others and themselves.

2.11 Where bullying is deemed to have occurred, and the application of the Code of Positive Behaviour is deemed necessary.

2.12 The conduct or behaviour of the student is discriminatory on the grounds of disability, race, religion or belief, gender, and sexual orientation; including possession, use, sharing or supply of discriminatory materials including pornographic material (for behaviour that is contrary to the terms of the Equal Status Act 2000)

2.13 For engaging in insulting, derogatory, aggressive or violent behaviour towards a person or others whether conducted in person, by mobile phone or via social media or other electronic means where such behaviour may impact negatively on that other person or persons, or might impact negatively on the School environment for that person or persons.

Following a preliminary assessment of the facts, the Headmaster may decide that there are grounds to believe that a serious breach of the Code of Positive Behaviour (whether School based or not) has occurred sufficient to merit a disciplinary sanction. In those circumstances, a period of suspension or even expulsion may be imposed in accordance with the Suspension and Expulsion Procedures set out below.

CCTV footage/video footage to be relied on in disciplinary procedures

The Sligo Grammar School reserves the right to rely on CCTV footage or other video footage as evidence in a disciplinary procedure where to do so supports the School's duty to protect the health, safety and wellbeing of its students and staff.

Criminal Behaviour

The Headmaster may also inform the Gardaí if there is concern that the incident may be of a criminal nature, or if he believes that there is an obligation to do so arising from law or a health and safety obligation.

Appendix 1. EXPECTATIONS

Sligo Grammar School

Students are expected:

1. to wear correct School uniform
2. to be on time for class
3. to be courteous to all
4. to allow others to learn and be happy
5. to work to the best of your ability
6. to bring all necessary items to class
7. to respect other people's property and privacy
8. to keep the School tidy and free from litter
9. not to use or have visible electronic devices unless authorised for a specific purpose
10. not to leave School without permission

Appendix 2. OUR SCHOOL CODE

Our School Code

1. Every student has the right to enjoy learning and leisure time in School.

2. Unkind actions or remarks are unacceptable even if these were not meant to hurt.

3. We should support each other by asking for help when we know someone has a problem.

4. Listen and learn from the views of others.

5. Respect other people's property.

6. We are all responsible for our School environment.