



Nenagh College



Principal: Damien Kennedy **Deputy Principal:** Ann Melley
Address: Dromin Road, Nenagh, Co. Tipperary
Tel: 067 31525 **Fax:** 067 34005 **Email:** adminnenaghcollege@tipperaryetb.ie
Web: www.nenaghcollege.com

Code of Positive Behaviour (COPB) – Nenagh College:

Introduction:

Nenagh College Mission Statement:

To educate every student for their benefit and for the community

In accordance with this mission statement we promote the values of respect, tolerance and a desire that every student reach their potential.

Guided by these values and dedicated to the pursuit of excellence, we aim always to provide a safe, inclusive learning environment for all our pupils.

To provide and nurture this safe, caring and inclusive environment, we are committed to promoting and acknowledging positive behaviour; to develop a school community in which all partners (Students, Staff, Parents, Board of Management (BOM) and Trustees) treat each other with respect.

Rationale:

To fulfil the above and in acknowledgement of our collective responsibility, this Code of Positive Behaviour (COPB) has been formulated to replace and / or update all preceding COPB. It has been formulated in accordance with NEWB Guidelines and to comply with all statutory and legislative requirements.



Partnership:

The BOM, Staff, Parents and Pupils of Nenagh College acknowledge and accept their collective responsibility to act in a manner that promotes a positive, mutually respectful and tolerant school climate in accordance with the values espoused in staff, parent and student charters.

Scope:

This COPB encompasses the day-to-day procedures and protocols, (a) specified in our School Journal (b) appended to this document, (c) and that may be developed from time to time. Its' remit is always when the pupil is:

- At school, representing the school or wearing the school uniform.
- Travelling to and from school.
- Associated with the school.
- Outside of school time where the conduct of a pupil affects the welfare of a member/members of the school community or brings the school into disrepute.

Goals/Objectives:

This COPB sets out to:

1. Enable the principal to carry out their responsibility to maintain order and good discipline in the school.
2. Ensure that the school's high expectations regarding the behaviour of all our pupils are widely known and understood.
3. Encourage and reinforce good behaviour; self-respect and respect for others; respect for property and the school environment.
4. Promote a school environment that is conducive to excellent teaching and learning in which, in so far as is possible, every pupil can benefit from and make a full contribution to the life of the school.
5. Enable pupils to play an active part in formulating and regularly reviewing our Student Charter (Appendix 1) thus encouraging them to take personal responsibility for their behaviour.



Supports / Structures / Procedures to Promote Positive Behaviour:

School Journal:

Our School Journal informs pupils and parents of our expectations in relation to pupil behaviour and provides easy access to essential 'General School Information & Procedures', Dignity in the Work Place Charter (Appendix 2), Procedure for signing out of school during school day (Appendix 3).

It is also a method of communicating with parents regarding matters that pertain to our COPB, e.g. it is a record relating to 'Behaviour' (positive and negative), 'Absences', 'Classwork / Materials / Homework', 'Uniform / Mobile Phones / Electronic Devices', etc. These records require parents to sign / countersign them, thus explicitly inviting them to both support our Code of Positive Behaviour and to be actively involved in its administration.

VShare:

The school's information portal which is used to store all reports and data held by the school on the pupils. It is also used as a communication tool between teachers and teachers and middle and senior management

Nenagh College Student Charter:

This is a core component of our COPD. This Charter was formulated primarily by the pupils and teaching staff and audited and amended by representative members of the Student Body (SC). It will be displayed in prominent areas of the school. This Charter will be reviewed on an ongoing basis.

Monitoring Pupil Behaviour:

Behaviour Reports constitute a modulated and progressive recording of positive and negative behaviours. They provide opportunities for pupils to discuss both positive and negative behaviours with their teachers, class tutors, and with their year heads and to work towards obtaining more positive reports and fewer or no negative reports. Reports are evaluated at Year Head meetings with the Principal and Deputy Principal.



Class Directors:

Class Directors play a critical part in fulfilling our school's mission to provide a caring, inclusive environment for our pupils through their special care of one class group. Class Directors are assigned to each class group at Junior Cycle. Thereafter, Year Heads and Programme Co-ordinators assume responsibility for full year groups.

Guidance Counsellors / Learning Support / Resource Staff also apply their expertise and specialist training to facilitate optimal learning and best behaviour.

Assemblies:

Since the beginning of the 2014/2015 school year, we have introduced assembly, placing the focus strongly on positive behaviour and student achievement. Assemblies are an opportunity for school management to recognise student achievement at all levels.

Suitable Curriculum / Classroom Management:

We constantly evaluate the curriculum provided in our school particularly for pupils. We modify the curriculum and seek to provide additional programmes to ensure that each student flourishes in a productive and encouraging environment. Teachers constantly evaluate their classroom management and teaching strategies to improve the learning environment for all pupils and to help minimise instances of unacceptable behaviour. School Management regularly arranges in-school CPD and / or encourages teachers to be involved in CPD to improve their teaching strategies.



Student Council (SC):

The Student Council gives an important, empowering role to our pupils. It is their elected, democratic voice. It provides the opportunity for pupils to give their opinions, to initiate improvements, to liaise with school management, to advocate on behalf of all pupils. The SC has a positive impact on the life of our school community. For example, the SC played a formative role in the formulation of our Student Charter.

Parent Council (PC)

Parents play a pivotal part in promoting positive behaviour in our school. We acknowledge the excellent behaviour of our pupils. We acknowledge the contribution of parents to the formulation of the COPD; their weekly signing of the 'Homework Section' of the School Journal; their daily / weekly checking of their son's / daughter's School Journal; their notifying the school when their son / daughter is absent; their reading and discussion of The Student Charter with their sons / daughters from time to time; their ensuring that their sons / daughters comply with the rules / procedures / protocols set down in all relevant school policies but particularly in the Student Charter; their prompt communication with the school when matters relating to breaches of our COPD come to their attention.

Nenagh College Parent Charter (Appendix 4) clearly amplifies the expectations and responsibilities of parents.



Stage 1.

Behaviour	Immediate Response	Actions to support improved behaviour
<p>Initial or Minor breaches of class rules. Examples:</p> <ul style="list-style-type: none">• Poor Punctuality• Not doing homework• Not having required class materials• Slight disruption of class (This list is not exhaustive)	<p><u>Verbal warning:</u> Teacher challenges behaviour as being unacceptable. Teacher refers to Student Charter and references relevant section for student.</p> <p>Written: Teacher records in Journal under the appropriate heading:</p> <p>Copies note to VSware profile and notifies Year Head</p>	<p>Verbal agreement requested re future behaviour and compliance with Student Charter.</p> <p>Parents countersign journal note to indicate their awareness of incident and acknowledgement of breach of class rules.</p> <p>Teacher checks note at next class / updates VSware</p>



Stage 2

Behaviour	Immediate Response	Actions to support improved behaviour
<p>Repeated breaches/ or more serious breach of class rules</p> <p><u>Examples:</u> Poor punctuality.</p> <p>Not doing homework</p> <p>Not having required materials for class</p> <p>Disruption of a class & impeding the learning of others</p> <p>Being disrespectful to teachers/other pupils</p> <p>Bullying (cyber bullying)</p> <p>Using mobile phone/electronic devices at times when not permitted</p>	<p>Teacher challenges the behaviour as being unacceptable.</p> <p>Written Records in Journal under the appropriate heading:</p> <p>Behaviour / Class Work / Materials / Homework / Mobile phone / Electronic devices / Late to school / class without a note, etc.</p> <p>* If this is second incident under the same heading:</p> <p>Teacher discusses with Year Head and writes additional note to Parent in Journal</p> <p>– VShare updated</p>	<p>Year Head meets with pupil re: behaviour / any underlying issues causing the behaviour.</p> <p>Invites parent(s) to a meeting to discuss behaviour and how to improve it.</p> <p>Puts pupil on a Behaviour Monitoring / Conduct Sheet</p> <p>Arranges for counsellor to see the pupil to assist pupil in understanding reasons for behaviour and reasons why it is not acceptable</p> <p>Makes <u>reasonable</u> adjustments for managing behaviour which is related to a pupil's special educational need or disability.</p> <p>Updates VShare</p>



Stage 3

Behaviour	Immediate Response	Actions to support improved behaviour
<p>Repeated / Serious breaches of rules. <u>Examples:</u> Disrespect to / malicious allegation against staff</p> <p>Disruptive behaviour in class or elsewhere</p> <p>Refusal to co-operate</p> <p>Refusal to carry out reasonable request</p> <p>Abusive, disrespectful language</p> <p>Disrespectful to staff / other pupils</p> <p>Stealing of property</p> <p>Damage to property</p> <p>Inappropriate use of mobile phone /electronic devices</p> <p>Serious bullying</p> <p>Physical violence</p>	<p>Teacher: Teacher challenges the behaviour as being unacceptable and pupil told to stop.</p> <p>Written: Records breaches on VShare and notifies Year Head (Teacher may write additional note to parent in Journal).</p> <p>Discusses behaviour with Year Head and decides strategies to improve behaviour.</p> <p>May give extra work to pupil.</p>	<p>Year Head: Contacts Parents and invites them to a meeting (with Principal/Deputy Principal). Conditions set re future behaviour [Parents and Pupil sign written agreement re: future behaviour]</p> <p>Decides strategies with class tutor and subject teacher in whose class misbehaviour is happening.</p> <p>Year Head arranges lunch time detention.</p> <p>Principal / Deputy arranges after school detention.</p> <p>Principal makes referral to CAMHS / TUSLA</p> <p>*Suspends pupil for maximum of five days.</p> <p>*Refers Pupil to BOM to consider the future of the pupil in the school (*NEWB Guidelines 2008)</p>



--	--	--

Sample breaches of Classroom / School rules:

Using phones / electronic devices outside of permitted times / inappropriate use of same

Not having School Journal

Not doing classwork and / or homework

Repeatedly arriving late to school or to class / skipping class / leaving school without permission

Chewing gum / throwing paper or littering / throwing any object that could possibly cause injury

Damage to school property (e.g. graffiti); setting off fire alarms / bringing inappropriate items to class / theft / involvement with or possession of prohibited substances or dangerous items.

Refusal to obey the reasonable request of a member of staff

Disruptive behaviour / belligerent arguing or answering back / disrespect towards a teacher / aggression towards a teacher or other pupil / mocking the efforts of other pupils / fighting / bullying / use of foul and abusive language / behaviour likely to endanger the safety of others.

Smoking on the school campus is considered a serious breach of school rules and relevant tobacco legislation.

It is also considered a serious threat to the Health & Safety of others.

Anyone found smoking on the school campus will incur an immediate two (2) day suspension.



Conducting Searches:

The Principal / Deputy Principal or a Teacher with responsibility for lockers may request a pupil to show the contents of their schoolbag / pockets, outer clothing, pencil case or any personal property. This would normally happen in the presence of a second pupil and a second member of staff. If the pupil refuses, sanctions will be applied in accordance with the Code of Positive Behaviour.

The Principal may authorise the searching of a pupil's locker or school property without the consent of the pupil. Searches, with or without consent, should only be undertaken when there are reasonable grounds for suspecting that a pupil has a prohibited or stolen item in their possession. Where the principal, or staff authorised by the principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate. The principal may contact the Gardaí for advice on how best to proceed.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil's personal property or possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil's property is searched, the searcher and the second member of staff present will usually be the same gender as the pupil. This may not be the case, however, where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Prohibited items:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco, cigarette papers, e-cigarettes, fireworks and pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to or damage to the property of any person (including the pupil)
- Any other items as defined in law from time to time
- Any other items as proscribed by the Board of Management from time to time



Roles and Responsibilities:

At the beginning of each school year, the Year Heads along with the Principal, Deputy Principal and where applicable Class Directors will constitute the Positive Behaviour Strategy Team for that school year and they will review and evaluate the Code of Positive Behaviour. The Year Heads, working closely with Class Directors and subject teachers, will oversee the on-going implementation of the policy. Throughout the year the Year Heads will advise the senior management team on new initiatives to promote positive, respectful behaviour in our school. The Principal is committed to providing / arranging CPD for the Year Heads in relation to the promotion of positive behaviour.

Reviewing and Evaluating the Policy:

The policy will be reviewed and evaluated by senior management on an ongoing basis. The on-going review and evaluation of this policy will take cognisance of changing information, legislation or guidelines [e.g. from the Department of Education and Skills (DES), the National Education Welfare Board (NEWB)], and feedback from teachers, parents and pupils. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school planning.

Pupils, staff and parents are aware of the COPB e.g. through the prominent display of the Student Charter in the school, its' publication in the School Journal and on the school website; through the excellent behaviour of the vast majority of our pupils; through the improved behaviour of the small number of pupils who present with challenging behaviours. Positive feedback is received from pupils, parents, staff and others in relation to the COPB and in relation to how our pupils behave both within the school and in the wider community.



Communication:

If a pupil has concerns regarding the implementation of the COPB in relation to their own behaviour or the behaviour of another pupil(s) they may speak to their Class Director (where applicable), Year Head, Deputy Principal or Principal.

The principles of natural justice will be applied and each pupil will be enabled to express and resolve their concerns most probably with the assistance and input of their parents. Apart from suspension or expulsion, a pupil will not have the right to a review of a sanction under the COPB.

Likewise, if parents have concerns regarding the implementation of the COPB in relation to their sons' / daughters' behaviour or the behaviour of other pupils, they should speak to the Year Head in the first instance. The Year Head will work with the parents to resolve the concerns. At all times, the school will seek to find a reasonable, proportionate and fair solution.

There will be no right to a review by the BOM of any sanction other than suspension or expulsion.

Ratified by properly convened meeting of:

Staff: _____

Parents: _____

BOM: _____

Students: _____

ETB: _____