

Code of Behaviour



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COMMUNITY SCHOOL

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Code of Behaviour

KCS Mission Statement

Our school community is committed to providing an inclusive learning environment, enabling students to achieve their full potential, promoting excellence and fostering respect for the individual and the community. We strive to do this in a spirit of co-operation and partnership and in keeping with true Christian values.

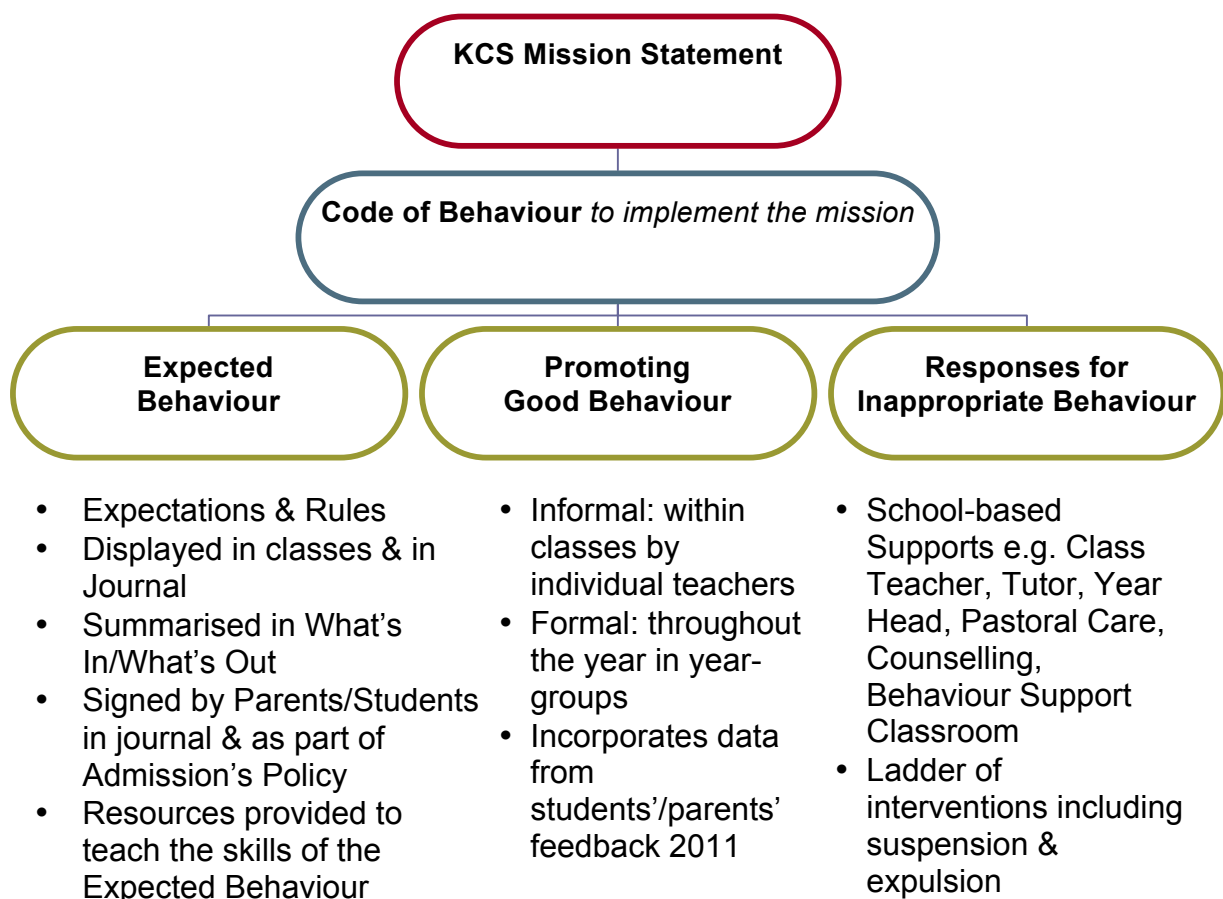
Introduction

To enable this mission to be achieved, KCS has a **Code of Behaviour** which relates to all school activities both inside and outside of normal school hours. The Code is written in accordance with the National Educational Welfare Board's "Developing a Code of Behaviour: Guidelines for Schools" (2008).

The Structure of the Code

The Code outlines the following three core parts:

1. Expected Behaviour
2. Promoting Good Behaviour
3. Responses for Inappropriate Behaviour



The Aim of the Code

The spirit of the Code is respect for oneself, others and property and the Code's long term aim is to ensure that young people from KCS learn the importance of their rights and their corresponding responsibilities. As they progress through the school, students will increase their understanding of the impact of their behaviour in school, at home and in the wider community and take responsibility for their actions. Upon completion of their education in KCS and maturation as young adults, it is hoped that they will carry with them a sense of tolerance, justice and positive social values which will contribute to the general well-being of our society. The Code is based on the recognition of the student as an individual yet insists on an environment in which the welfare of all is protected.

The Ethos of the Code

The principles underpinning the Code ensure that KCS:

- **Has a positive and safe environment for teaching and learning which promotes positive relationships of mutual respect and support among students, parents and staff**
This is achieved through the school culture, policies, structures and support systems across the school
- **Has a climate that encourages and reinforces good behaviour**
This is achieved through a whole-school approach which promotes good behaviour inside and outside the classes and models good behaviour everyday
- **Ensures that the standard of behaviour expected in KCS is communicated to all involved so that everyone understands how to behave, has the skills to behave well and knows the impact of both good and inappropriate behaviour**
This is achieved through the regular teaching of the expected behaviour in curricular and co-curricular material and in the provision of a fair and consistent system of Rewards for Good Behaviour and Responses to Inappropriate Behaviour. Expectations of behaviour are communicated through the school journal, in class, during induction and are displayed throughout the school. All parents/guardians receive a copy of the Code which they are expected to read and sign on an annual basis. Adherence to the Admissions Policy and the Code of Behaviour is a condition of enrolment in KCS.

Roles and Responsibilities

Each member of the school community has a responsibility to promote good behaviour and a role to play in minimising any behaviour that prevents teaching and learning or risk people's safety. In Killinarden Community School, students, parents, teachers, staff, school management and the Board of Management all have a role to ensure the Code is upheld.

The Rationale for the Code

The Code is cognisant of the international conventions, laws and constitutional provisions which all schools must abide by. These include the Education Act 1998 and the Education (Welfare) Act 2000. These legal implications along with the school's Admission Policy ensures that KCS provides for the fulfilment of every child's right to an education in a safe, respectful setting where their basic needs can be met.

The Consultation & Review Process

Since the school opened in 1982, the Code of Behaviour has been reviewed a number of times with the Board of Management's authority through a whole-school approach, discussion with all partners and with an understanding of best practice in the area of positive behaviour management.

The 2011 updated Code was developed through consultation with all the school partners including students, parents, staff and the Board of Management and with the support of the National Behaviour Support Service (NBSS). It was coordinated by the KCS Positive Behaviour Strategy Team.

The Code will be reviewed after the initial 12 months to ensure it supports the school's mission. Any amendments needed will be made and if they are in keeping with the general ethos of the Code, a new version will be distributed to staff, parents and students. If the amendments required are substantial, a full audit will be conducted. As a core part of the school's work, the Code of Behaviour should be reviewed every five years through a whole-school approach using the Audit Guidelines from the NEWB or other method as deemed appropriate by the Board of Management.

Implementation of the Code

Upon approval by the Board of Management, all staff members and parents/guardians of registered students will receive a copy of the Code of Behaviour. A whole-staff workshop on the implementation of the Code will be held at the beginning of the school year and

- the expected behaviour and rules will appear in all school journals and it is expected that parents/guardians and students sign this each year
- resources to teach the skills of expected behaviour will be provided to all teachers and posters about the expected behaviour will be provided for all classrooms
- the Code of Behaviour will be available on the KCS website and similar to all school policies, any parent/guardian or staff member may request a written copy
- as part of the enrolment process in KCS, parents will be provided with a copy which they are expected to read and sign.

The Code is a living document, present in each classroom and in the way we work in KCS.

Section 1: Expectations of Behaviour in KCS

All members of the KCS community are expected to be **'RESPECTFUL'** as outlined in the list of expectations. The **'Expected Behaviours'** are discussed with each class by Year Heads, Tutors and Class Teachers at the beginning of each year or when a student joins the school. They are displayed around the school, included in the school journal and are reinforced by the teachers and through the induction programme. The skills required to behave as expected are taught in class by teachers, modelled by all staff and supported by parents through a strong link between school and home. They allow for teachers initiative and creativity.

There are **'5 Key Rules which help us to be RESPECTFUL'** and these are presented with reasons for each rule.

'What's In/What's Out' is a summary of the school rules and is useful for highlighting the main types of expected and unacceptable behaviour.

Respectful Behaviour in KCS

In Killinarden Community School, we are expected to:

1. **R**espect all school facilities both inside and outside the building
2. **E**nter and exit classes in order and line up quietly outside our next classroom or at the stage for PE
3. **S**afely and calmly walk on the right hand side of corridors with respect for people's space
4. **P**ractise safe behaviour on the school avenue and around the gate.

In class, we are expected to:

1. **E**ngage and participate in class to the best of our ability without distracting others
2. **C**ome on time in uniform to class with books, homework, journal and other materials
3. **T**alk and communicate calmly with respect and manners to all students and staff
4. **F**ulfil our rights and the rights of others to work in a safe learning space
5. **U**se the 'One voice, Hands up and Listen' method in class
6. **L**ist and do all homework and learning in the journal.

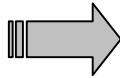
Senior students and Student Council members are expected to act as role models for good behaviour in school.

5 Key Rules to Help me to be RESPECTFUL to Myself & Others

• Attend school regularly

This means:

- I come in every day in full uniform unless I have a valid reason
- I must bring in a note from my parents/guardians or a doctors cert for each day I miss
- I don't leave school without permission



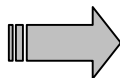
Because:

- I will learn more and be prepared better for exams and my career
- it is the Law to explain why I was absent and the school must record why I wasn't in
- my safety is important

• Be on time for each class

This means:

- I arrive to school early in the morning and after lunch
- If I am late, I go to the front door, sign the register and get marked in
- I move quickly between classes and don't delay



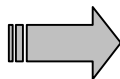
Because

- if I am late I disrupt the teacher and other students
- it is the Law to record my attendance and the school needs to know I am in
- being on time is a good quality to have

• Follow the classroom routine

This means:

- I sit in the seat assigned to me
- I take out my class materials
- I remove my coat/jacket in class and put my bag under the table



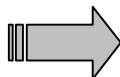
Because

- routine helps me to focus
- being organised makes learning easier
- the classroom needs to be a safe place that doesn't distract me or others

• Behave Well in Class

This means:

- I let others learn without distraction
- I use 'One voice, Hands up & Listen'



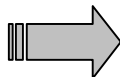
Because

- everyone has a right to learn
- it makes it easy to participate in class

• Use my Journal properly

This means:

- I keep my journal neat and record my classwork and homework in it
- I get it signed each week at home or when asked to
- I put the journal on the desk and give it to a teacher when asked



Because

- it helps me to remember my homework and helps with revision and study
- parents/guardians can see how well I am doing and it has space for notes
- rooting in my bag for it can be distracting and wastes time

I agree to behave by the Code.

Date: _____

Signed: _____ **(Student)**

Signed: _____ **(Parent/Guardian)**

What's In & What's Out

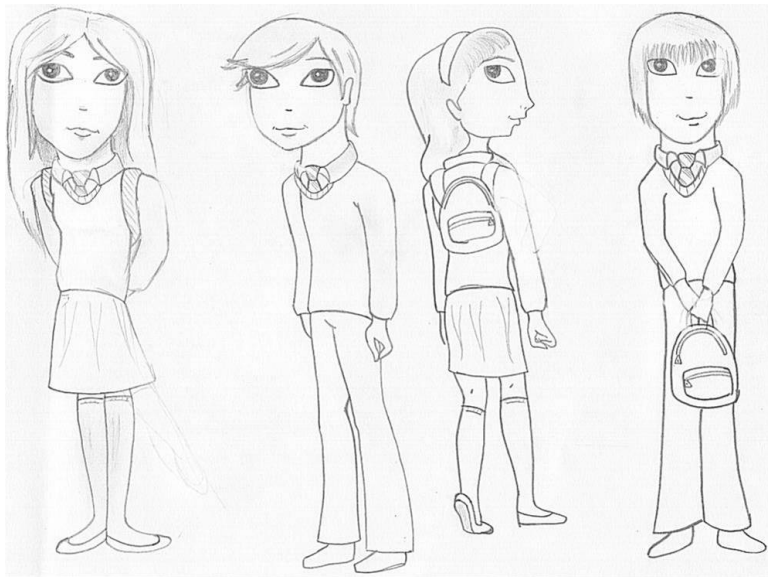
What's In

- ☺ Being RESPECTFUL
- ☺ Wearing my uniform correctly
- ☺ Getting my journal signed each week
- ☺ Asking questions politely if I don't understand
- ☺ Coming to school every day organised
- ☺ Being patient & having a positive attitude
- ☺ Everyday, recording and doing my homework and study
- ☺ Meeting a teacher after class if I am asked to
- ☺ Sitting in the assigned seat in class
- ☺ Following instructions



What's Out

- ☹ Bullying or slagging
- ☹ Fighting or messing
- ☹ Using bad language
- ☹ Vandalising, stealing or littering
- ☹ Leaving the school grounds without permission
- ☹ Chewing gum
- ☹ Graffiti, tippex or aerosols
- ☹ Smoking/drugs/alcohol on school grounds
- ☹ Facial piercings or large jewellery
- ☹ Mobile phones, cameras, recording devices, ipods/music players



Section 2: Rewards for Good Behaviour

When expectations are achieved and a standard of behaviour is shown by students, positive reinforcement is important. Good behaviour both inside and outside the classroom is acknowledged. In some cases, a quiet word is most appropriate and in other situations the awarding of a certificate, gift voucher or sending a positive letter home is warranted. In 2011, meetings were held with both students and parents about their preferences for incentives and rewards along with a survey of students. The top preferred methods of rewards were vouchers, a good note in the journal, a quiet comment, certificates and a positive letter sent home. A full copy of the survey results was provided to all teachers.

Informal:

This is done within classes by individual teachers and can include:

- ☺ verbal praise either in class or quietly
- ☺ a positive note or sticker in the journal
- ☺ positive comment about the student(s) to Tutor or Year Head
- ☺ small rewards such as class materials or treats.

Formal:

Rewards and certificates are presented across year groups throughout the year and at the end of each term.

1. Students or classes may be verbally acknowledged at year group assembly or in tutorials
2. Students representing the school at events are announced with details of their achievements at assemblies and over the school intercom
3. Positive reports of students' progress may be given via eportal, at parent-teacher meetings and in school reports after Christmas, Mocks and Summer Exams
4. Year Heads may contact parents by phone or with a letter to inform them of the students progress or achievements. JCSP postcards are also available to teachers to send home with positive messages.
5. Attendance, punctuality, participation and academic achievement are acknowledged through certificates and vouchers for local stores
6. Class/Year Group trips can be arranged to reward a particular group/achievement such as having all positive notes in the school journal. However, some class trips are part of the curriculum and are different to 'reward trips'.
7. A certificate is presented to the student with the best grade in each subject at each level in the Junior Certificate state exam
8. Annually, at sixth year Graduation, a student who excels in sport is awarded the Carol Larkin Memorial Award and a student who contributes positively to their community is awarded the Harambee Award.



Section 3: Responses for Inappropriate Behaviour

Despite students, staff and parents/guardians best intentions, inappropriate behaviour can happen and even minor events can be disruptive to teaching and learning. Most students behave appropriately with the help of consistent routines and clear rules in school. The majority of students respond to work that is presented well in a manner that is suitable for their ability. To ensure this occurs teachers will draw on their own teaching style, expertise and knowledge of both students and subject. When a student's behaviour prevents teaching and learning taking place, a balance must be found between meeting the needs of that student and the needs of the other students and staff.

KCS adopts a problem-solving approach when dealing with inappropriate behaviour and has a number of supports, initial interventions and supports to help the student. The purpose of KCS's approach is:

- To help students learn that their behaviour was unacceptable
- To help students learn the skills of good behaviour
- To help students recognise the effect of their actions
- To help students understand that they have choices about their behaviour and that all choices have consequences.

The quality of relationships between students and teachers is one of the most powerful influences on student behaviour and after inappropriate behaviour has been dealt with, one goal of this approach is to restore a positive relationship between the student and teacher.

In some cases, it is necessary to apply sanctions. The purpose of a sanction is to bring about a change in behaviour and they help to reinforce boundaries as set out in the Expectations and Rules. Sanctions are a consequence to certain behaviours and serve to ensure that everyone's safety and right to learn or work is protected.

Interventions, Sanctions & Supports

KCS has a consistent school-wide response to behaviour. The first intervention to inappropriate behaviour is the teaching of the Code to all students and giving them the opportunity to reflect on their behaviour.

When a student behaves inappropriately, the teacher tries to deal with the incident in a calm and firm manner which aims to help the student recognise the effect of their behaviour and the consequences of their choice of behaviour.

If the student is unwilling or unable to adapt their behaviour for any multiple of reasons, KCS has a strong support system to draw from such as the Staff, Tutors, Year Heads, Pastoral and Counselling services, the Behaviour Support Classroom, School Management and external services. Teachers and staff in KCS share resources and advice and act as a team who aim to support students to behave appropriately.

In response to inappropriate behaviour, teachers use a number of interventions and sanctions for students. Sanctions are imposed as consequences to inappropriate behaviour and KCS uses a Ladder of Intervention to offer consistency of responses to such behaviour.

Senior students are expected to have a greater understanding of the consequences of their behaviour and sanctions may be selected to reflect this.

Ladder of Intervention

Low Level Occasional Misbehaviour

This misbehaviour is attended to routinely and effectively through the skills of the teacher in the classroom or on the corridor. Teachers keep records of the behaviour, sanctions given and they follow up to ensure it is completed. Teachers also record if the student adapted their behaviour after the sanction.

Examples of this type of behaviour

- distracting others in class
- inappropriate language/comments
- littering in corridor or classroom
- not having class materials
- not doing homework/study
- being uncooperative
- messing on corridors
- chewing gum
- using tippex
- no journal
- having mobile phone/recording equipment/cameras/ipods/music players in use or in sight

Sample Interventions & Supports

- verbal correction
- moving the student within class
- note in journal
- meeting student after class to discuss
- removal of gum/tippex
- Behaviour Support Classroom teachers working with the class
- one-day journal sheet given by YH/Tutor to student

Sample Sanctions

- extra relevant work given and collected by teacher
- detention with relevant work supervised by the teacher
- journal sheet to be copied into journal
- phone/recorder is given to Principal for safe keeping until a parent collects it

During class, if a student does not respond to the above interventions or sanctions and continues to repeat the behaviour, they may be removed to a neighbouring class upon prior arrangement with the neighbouring teacher. Students cannot be left unsupervised in classrooms/on the corridor/in concourse. After class, the student should report back to the class teacher who records the event and consults the Year Head to consider what supports and further interventions are available to the student.

Immediate Action for Inappropriate Behaviours

Any behaviour that puts a student or staff member's safety at risk is immediately brought to the attention of the Year Head, Deputy Principal or Principal

Examples of this type of behaviour

- fighting
- bullying or threatening behaviour
- having a weapon
- smoking/illegal drugs/alcohol
- theft
- vandalism/graffiti
- not going to class
- not wearing uniform correctly

Sample Interventions

- removal of student from situation
- contact made with home

Sample Sanctions

- extra relevant work given
- purposeful detention
- suspension as sanctioned by Principal

Ladder of Intervention (continued)

For Repeated Low-Level Misbehaviours & Refusal to Adapt Behaviour

The class teacher may consult with the Year Head and Tutor regarding the supports and interventions available for repeated misbehaviour. The aim of these interventions is to help the student develop the skills to enable them to return to the classroom without disturbing the teaching and learning taking place.

Examples of this type of behaviour

If a student

- refuses to change their behaviour after class teacher's interventions
- is unable to adapt to the classroom situation
- does not complete the sanctions given.

Sample Interventions & Supports

Year Heads have a number of interventions available to help the student:

- Meet with student and review the Expectations & Rules
- Consult with Tutor for pastoral care
- Consult with class teachers to create a Progress Report
- Meet with parents/guardians and the student
- Suggestion of counselling and support from Care Team/Chaplaincy
- Use Behaviour Record Cards (formerly Conduct Sheets)
- Referral to Behaviour Support Classroom for an intensive programme where an individual student behaviour plan will be drawn up in partnership with parents and students.

Sample Sanctions

- Extra relevant work given and collected by Year Head
- Not allowed to represent school at events/reward trips
- Detention with Year Head / Deputy Principal
- Suspension as sanctioned by Principal / Deputy Principal

Records of interventions, sanctions and contact with home are kept by the Year Head on eportal/in the student's file and feedback is provided to the class teacher and tutor. Parents/Guardians have a right to view the records on file for their son/daughter at any time.

After the above interventions and sanctions, most students will respond, learn the skills for expected behaviour in KCS and adapt their behaviour. When any sanction is completed, the student is given the opportunity and support for a fresh start and although a record is kept, the same good behaviour is expected of this student as of all other students.

If a student fails to respond to all the supports and interventions that KCS has to offer and has been sanctioned with numerous suspensions, the Principal will be involved in a detailed review of the student's behaviour.

K2 – the Behaviour Support Classroom (BSC)

Procedures and Interventions

The Behaviour Support Department in KCS give their support in the improvement of student behaviour through the following interventions:

1. Whole School approach
2. Level 1 and 2 Support
3. Level 3 Support

Level 1 and Level 2 Support

This is low level targeted intervention which may involve:

- Behaviour Support Classroom teachers working in the classroom supporting students that have engaged in K2 support
- First Year Induction and Mentor programme – explicitly teaching first years the rules and routines of KCS
- Working on literacy and numeracy programmes as a strategy to promote positive behaviour
- Whole class supports given to teachers through delivering behaviour skills programmes to challenging classes
- Check and Connect Programme students may be referred to K2 for 1 class per week for a set number of sessions.

Level 3 Support (Intensive Programme)

There is a clear procedure for referring student to K2, the Behaviour Support Classroom. A student is referred to the BSC when other interventions have been exhausted (e.g. behaviour support cards, counselling). The year head refers student for intensive support if they fit the following criteria:

- A number of teachers have reported that the students' behaviour disrupts teaching and learning
- The student has been suspended/sent home this term
- The student has been on repeated Behaviour Record Cards
- The student has been repeatedly removed from classes for disrupting teaching and learning.

Level 3 Procedures

- Student Learning Behaviour Checklists are distributed to all subject teachers
- Behaviour support plans are designed in consultation with parents and student. Teachers are informed of Behaviour Improvement Targets through the K2 Behaviour Support Book. The targets are reviewed during the cycle
- Students are withdrawn from some mainstream classes and receive intensive supports for a period of 6-8 weeks
- Reintegration plans are drawn up by the BSC team and distributed to all teachers
- The students will maintain a link with BSC via the Check and Connect programme.

Suspension & Expulsion

Suspension

Suspension is a very serious disciplinary measure and is defined as “requiring the student to absent himself/herself from the school for a specified, limited period of school days” (NEWB, 2008). Suspensions may be for a period of time between one and five days depending on the nature of the inappropriate behaviour. The Board of Management has delegated the authority to impose a suspension to the Principal. It is a temporary exclusion and is used only when:

- a) Other measures have been exhausted (an Automatic Suspension) and the student is displaying repeated inappropriate behaviour
- b) The misbehaviour is of such a serious or threatening nature that an immediate sanction is necessary (an Immediate Suspension).

Procedures

The Year Head consults with the Principal and although each student is considered as an individual case, consistency is important. A report of the student's behaviour is compiled.

Parent/Guardian(s) are contacted in writing to inform them of the length of suspension and reasons for the suspension. The school will invite parent/guardian(s) to a meeting to discuss with the Year Head and student the procedures to be followed before the suspension is removed.

The school may also provide extra school work for the student to do while on suspension and parents are encouraged to ensure school work and study is done during a suspension. The Education (Welfare) Act 2000 requires schools to inform the Educational Welfare Board when a student is suspended for six days or more. Where a particular suspension would bring the number of days a student has been suspended in the current school year to twenty days or more then the parents have a right to appeal the suspension. Information on the procedure of appeal can be obtained from the local Education Welfare Officer.

Permanent Expulsion

The Board of Management has the right to expel a student. A proposal to expel a student requires serious grounds such as:

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The student's continued presence in the school constitutes a real and significant threat to safety
- The student is responsible for serious damage to school property

The Board of Management reserves the right to expel a student for a serious first offence such as:

- A serious threat of violence against another student or member of staff

- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault

This policy on expulsion of a student from school complies with Section 24 of the Education (Welfare) Act 2000.

A detailed investigation will be carried out under the direction of the Principal and a written report compiled. The Board will notify the parents and the Educational Welfare Officer in writing of the reasons for considering expulsion. The Board will invite the parents to a hearing to respond to the proposal to expel a student before considering the recommendation.

Section 24 (4) of the Education (Welfare) Act 2000 does not fetter the discretion of the Board of Management to take other reasonable measures to ensure good order and discipline in the school and the safety of staff and students.

In cases where the Board of Management confirm the decision to expel a student parents have the right to appeal to the Secretary General of the Department of Education and Skills. In such a case parents will be advised to contact the Educational Welfare Officer.