



CODE OF POSITIVE BEHAVIOUR

Approved by the Board of Management: 09-11-2022

REVIEWED BY	DATE



CODE OF

POSITIVE

BEHAVIOUR

Our Mission and Philosophy

MISSION STATEMENT

Our mission at Rathdara Community College is to create a school environment focused on excellence in education through a progressive, individualised student centred learning environment that supports the unique needs of the individual. This enables us to challenge, encourage and celebrate students' successes in reaching their academic, social and emotional goals. We foster partnership in education which allows us to create an educational environment that is positive, caring, safe and inclusive. We embrace diversity, promote integration and foster mutual respect

3. Enabling students to gain agency of their learning journey, to have an ownership and understanding of the behavioural and learning expectations of the school community, so they may take responsibility for their learning and the learning environment of others

4. Embodying the school motto Ní neart go cur le chéile 'strength through cooperation' by creating strong and dynamic partnerships with parents and all members of the wider community to support students through their journey in education and provide the skills aptitudes, knowledge and pathways they need to reach their full potential

5. Encouraging evolution and innovation in relation to approaches in Education.

Ethos and Philosophy

RCC endeavours to provide excellence in education by:

1. Creating a student centred educational environment that is structured to enable all students to reach their full potential

2. Creating a caring, safe and supportive school environment which is built on the foundations of equality, mutual respect, dignity and inclusion for all members of the school community

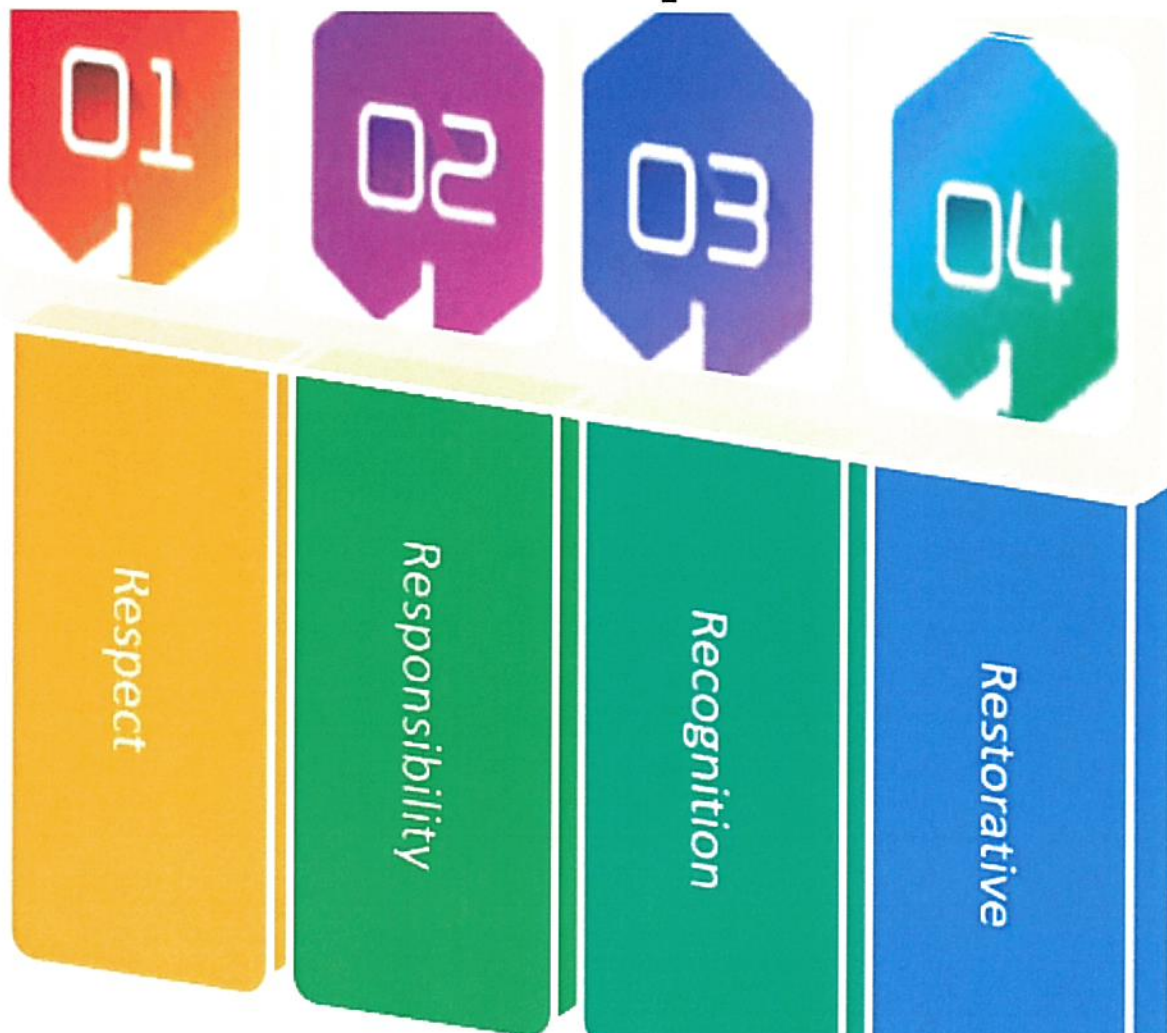
6. Facilitating and supporting the overall development of the student. Celebrating uniqueness, diversity and success both academic and personal. Providing students with opportunities for personal, ethical and spiritual growth and support students on all aspects of their educational journey through strong educational, Pastoral, Guidance and Family Support

Foundations

CODE OF POSITIVE BEHAVIOUR GOALS

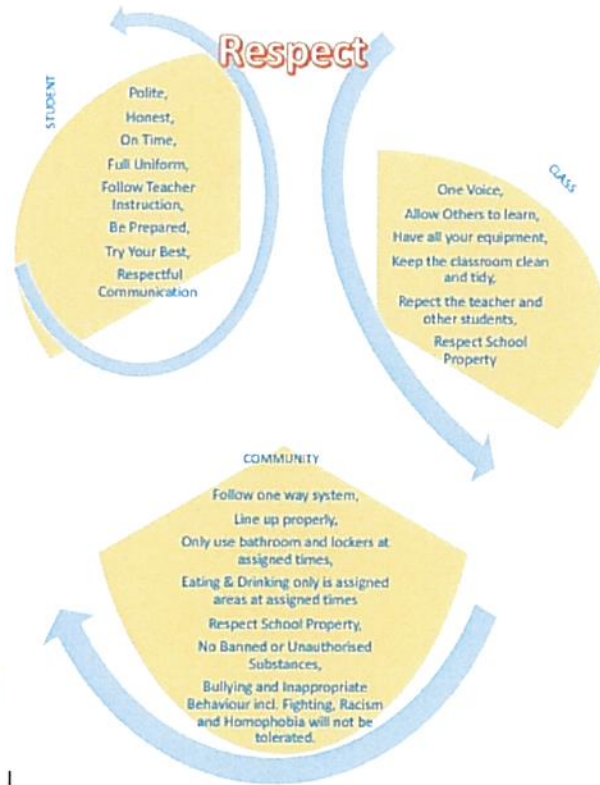
- 1.To promote respectful relationships for effective learning and behaviour in the school community .
- 2.To explain and help students to understand the school rules and the required standard of behaviour.
- 3.To promote positive behaviour and an environment of safety, encouragement, inclusion, and restoration.
- 4.To maintain equality and fairness for all members of the school community .
- 5.To effectively communicate personal responsibility for behaviour and explain the fair, consistent and agreed consequences for negative behaviour.

Core Principles



EXPECTATIONS

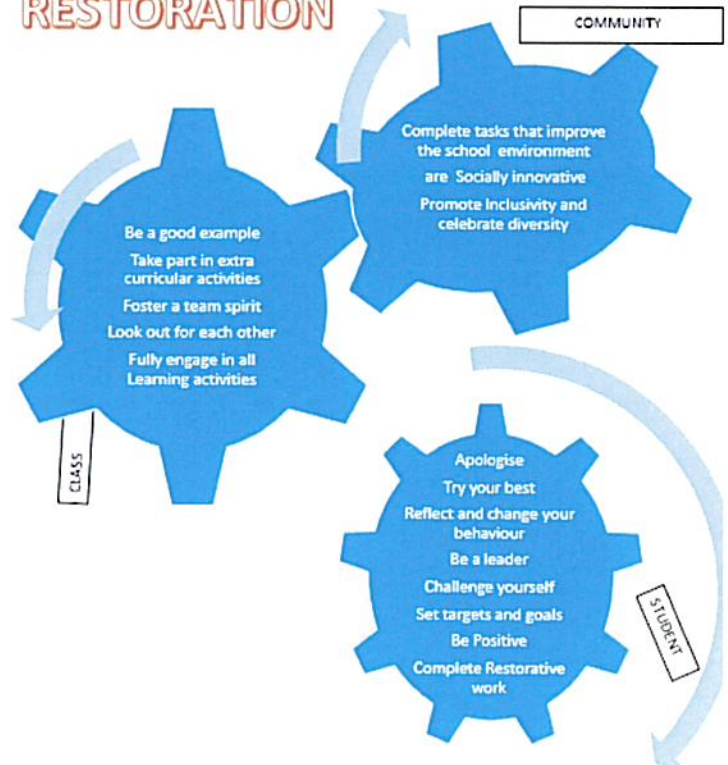
3 Key Expectations



RESPONSIBILITY

Student	Class	Community
<ul style="list-style-type: none"> On Time Note if Late/Absent Follow Sign out procedures Follow Late Protocol Keep school clean and tidy Meet deadlines Seek help Follow Instructions Full Uniform Always have all your equipment and school Journal Try your best Complete all assigned work and assessments Participate fully in all exams Reach your full potential Respect all members of the school community 	<ul style="list-style-type: none"> Move calmly and appropriately between classes Follow all Fire and Safety Procedures Appropriate Use of Technology Safe and productive learning environment Mindful of the right to education of others Ensure the safety of all members of the school community Clean and tidy Classroom 	<ul style="list-style-type: none"> Follow all safety protocols in the community Keep the community clean and tidy Demonstrate the core principles of the school in all your actions in the community, on school trips etc. (while representing the school) Respect the rights and Wellbeing of others at all times

RESTORATION



POSITIVE STRATEGIES

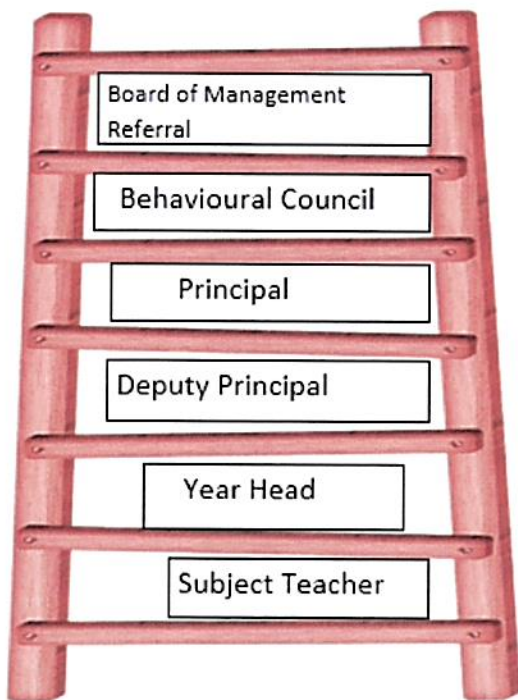
The Behaviour Conversation



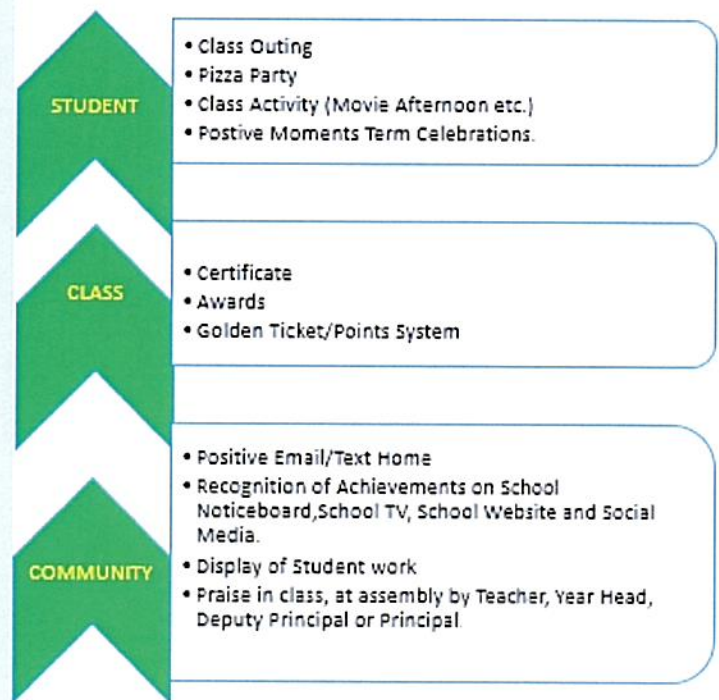
Positive Learning Environment







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Positive Behaviour Strategies



EXPECTATIONS IN ACTION

			
<p>Full Uniform/PE Uniform</p>	<ul style="list-style-type: none"> Uniform promotes and projects an atmosphere of uniformity, pride and equality among students It provides a public image of the school and allows for the school community to promote that image 	<ul style="list-style-type: none"> Wear your Full Uniform for school All black footwear only No piercing except one pair of studs one in each ear PE uniform school t-shirt or red t-shirt and black tracksuit bottoms only No jackets /coats, hats etc. to be worn in class except under teacher direction 	<ul style="list-style-type: none"> 1. Identification of issue and reminder of school expectations 2. Reflective written work 3. Collect a loan PE uniform from the office 4. Collect in school black shoes from the office 5. Jewellery confiscated and returned to parent 6. Referral to year head, meeting with parents

			
<p>Safe and Productive Environment</p>	<ul style="list-style-type: none"> Maintain good order To avoid disruption Create an active, safe and dynamic work environment To promote the welfare of all To ensure the rights of all students to an education To enable all students to reach their full potential and create a pathway for the future 	<ul style="list-style-type: none"> On time Sit in assigned desk Be prepared have all books, equipment, assignments and journal One voice Participate fully in all activities Seek help Follow teacher instructions Respectful communication Respect the classroom environment, no damage, no food waste Respect others No bullying, fighting, racism or homophobic behavior 	<ul style="list-style-type: none"> 1. Identification of issue and reminder of school expectations 2. Reflective written work 1 3. Reflective written work 2 4. Referral to Year Head, meeting with parents 5. reflective practices up to and including suspension for failure to comply with school expectations

INTERVENTIONS

LEVEL 1		
Behaviours of Concern	Immediate Response	Positive Response on Improvement
<ul style="list-style-type: none"> • Lack of materials • No homework • Chatting • Gum • Music • Water/Food • Chair swinging • Bad language • Uniform • Lateness • Movement between classes • Interacting with visitors • Litter • Throwing paper • Avoiding cleaning up • Disengagement • Changes in behaviour • Using the phone 1st time • 3 behavioural notes in journal • Bad language to peers 	Step 1: <ul style="list-style-type: none"> • Non-verbal reminder • Re-positioning of teacher • Rule reminder • Re-direction of student (task orientated) • Timing of tasks • Differentiation • Tap on desk • Relocation of journal • Audio cues e.g. A bell or Gong sound 	Verbal praise <ul style="list-style-type: none"> • Positive note in journal and VS ware • Tutor referral (Well done stickers/prizes) • Phone call/email home • Begin a fresh start • Positive Friday notes • Names entered into a positive prize draw
	Step 2: <ul style="list-style-type: none"> • Verbal warning • Meeting after class • Seating plan • Reflective work 1 	
	Step 3: <ul style="list-style-type: none"> • Note of concern in journal and VS ware • Phone call home (liaise with tutor and YH) • Year Head referral • Report card 	

LEVEL 2		
Behaviours of Concern	Immediate Response	Positive Response on Improvement
<ul style="list-style-type: none"> • Refusal to follow instruction • Bad language to teacher • Defiance • Inappropriate comments • Graffiti • Using materials inappropriately (practical subjects) • Out of class without permission • Refusal to hand up phone • 3 behavioural notes in journal • Throwing of Objects • Refusal to remove jacket 	<ul style="list-style-type: none"> • Behavioural note in journal VS ware • Meeting with Year head and student • A school community task such as picking up litter, removal of graffiti or assisting a teacher with a task • Year Head /parental communication (call, letter) • Report card • Reflective Work Level 2 	Verbal recognition <ul style="list-style-type: none"> • Positive note in journal VS ware • Phone call home • Acknowledgement by tutor/year head • Support a fresh start • Acknowledgement by Principal/Deputy Principal • Positive Reward

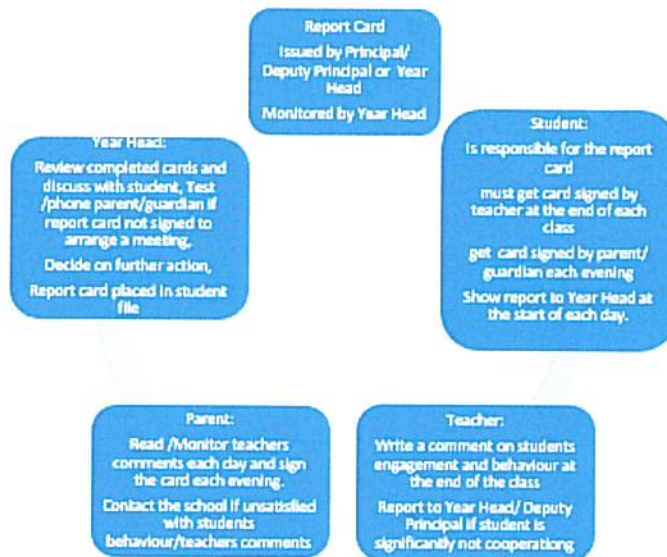
INTERVENTIONS

LEVEL 3		
Behaviours of Concern	Immediate Response	Positive Response on Improvement
<ul style="list-style-type: none"> • Physical fighting • Intimidation/bullying • Mithing • Changes in behaviour • Concerns about student welfare including attendance • Disengagement from learning • Smoking • Threatening behaviour • Substance abuse • Threats to physical safety • Failure to complete reflective work or restorative actions • Continual lateness • Continual refusal • Continual disruption of the learning environment of others 	<ul style="list-style-type: none"> • Seek advice from Year Head • Complete Year Head referral form 	<ul style="list-style-type: none"> • Home contact • Record on VS ware and in journal • Support a fresh start • Prize for Recognition of Targeted Progress
	<p>SUGGESTED YEAR HEAD ACTIONS</p> <ul style="list-style-type: none"> • Investigate based on referrals • Restorative meeting with student • Mediation between students • Student Behaviour Contract • Academic tracking and target setting Attendance targets, <u>Return to School Learning Plan and Student Absence Learning Plan</u> • 'On Report' with Year Head • Home contact: phone calls and meetings with parent/guardian • Refer to and liaise with Guidance/Student Support Team/BL teacher/SEN teachers • Refer to and liaise with outside agencies e.g. Social Workers, Tusla, TESS, NCSE, HSE, etc. • Wednesday afternoon detention • Refer to Principal/Deputy Principal. • Behavioural Council • Board of Management referral 	

Behaviours referred to the Principal/Deputy Principal that represent a threat to the mental or physical health of any member of the school community will result in the implementation of the suspension and exclusion policy.

INTERVENTIONS

REPORT CARD



The Behavioural Council

