



Corran College

CODE OF Positive BEHAVIOUR

Chairperson of the Board of Management

Principal

Date

Review Date

Ethos Statement

Mayo, Sligo, Leitrim ETB (MSLETB) is a community of learners with an historic and unique tradition as a provider of education and training. In responding to the needs of the community it delivers the highest standards of teaching and learning.

Mayo, Sligo, Leitrim ETB (MSLETB) schools and centres of Education are democratic, co-educational and multi-denominational in character where policies, practices and attitudes are underpinned by the core values of Respect, Equity and Fairness.

Mission Statement

Corran College by excelling in teaching and learning creates opportunities for excellence for all its students through an all-embracing well-balanced education. We aim to achieve the highest standards of learning and behaviour in a caring atmosphere where all students feel valued.

This policy has been drawn up in conjunction with the staff, Board of Management, the Parents Association and students of Corran College.

PREFACE

Every student of Corran College has a right to a comprehensive and fulfilling education. He/she also has a responsibility to ensure that his/her actions do not interfere with fellow students' rights. This code of Positive behaviour is designed to assist each student to live up to this responsibility.

A fair, impartial, equitable, transparent and workable Code of positive Behaviour is required to provide the proper environment in which each student's educational needs can be nurtured. **The following code has been developed following consultation with students, parents and teachers. It is therefore a code that all three bodies can subscribe to and of which they can claim ownership.**

It provides a series of clearly defined steps that explain the sanctions and interventions for bad behaviour. Students are afforded every opportunity of complying with the Code of positive behaviour. However, sanctions and/or interventions will be implemented should indiscipline persist.

Students are expected to abide by the conditions under which they are admitted to the school and to keep the rules and regulations of the school. They are always expected to show a deep concern and regard for the high standards and reputation of the school and in general to behave decently and with good sense. It is expected that parents and teachers work together to support the school in maintaining high standards of discipline.

Code of positive Behaviour

In Corran College every student is a valued member of the school community and he/she has a right to learn, a right to be safe, to be heard, to be treated with respect and the right to a fair hearing. The Code positive of Behaviour is based on reward as well as on compliance and sanction. The rules and regulations

- Enable the school to function effectively and to ensure the safety of students and staff.
- Provides clarity for students about the school's high expectations for their behaviour.
- Sets goals for students that will guide them in moving towards mature and appropriate behaviour.
- Serve as a practical tool for teaching and learning.

The fundamental aim of our Code positive of Behaviour is to develop positive and caring relationships between student, teachers, parents and the wider community in an environment that fosters teaching and learning.

The school Code of positive Behaviour in Corran College **aims** to develop a positive and caring environment in the school community. In developing the Code of Behaviour we aim

- to promote good manners and courteous behaviour
- to promote self-esteem and a healthy self-image
- to create an awareness and appreciation of different cultures
- to promote responsible citizenship
- to prepare students of all abilities, by academic and practical training, for the workplace and adult life
- to ensure that every student obtains maximum benefit from all lessons
- to promote a sense of honesty and integrity
- to provide a safe environment for all students
- to ensure that every student is aware that he/she may not interfere with the right of a student to learn and of a teacher to teach

In Corran College **good behaviour** will be recognized and rewarded by some or all the following:

- Students' achievements will be recognized with prizes and certificates during Awards Night.
- Students' work will be displayed in classrooms and in the concourse
- Good behavior will be rewarded by participation in extracurricular activities and events organized by school at minimum cost to the student.
- Communication to parents using the school journal, VSWare, notice board, sms messaging and at parent/teacher meetings
- Reporting in local newspapers, school website and school facebook page.
- Commendation sheets.
- A student of the month will be selected in each year group based on academic commitment, positive behaviour and school spirit.
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Each teacher will encourage and promote positive behaviour by using the following strategies:

- Setting high, clear, consistent and widely understood standards
- Clear boundaries and rules for students
- Good school and class routines
- Affirming good behaviour
- Complimenting good behaviour, initiative, courtesy, neat appearance, etc
- “Catching” students doing something good or helping someone else
- Verbal praise to students who are showing progress
- Positive written comments in official school journal
- Agreeing on rewards with the students or class for better behaviour – a quiz, an outing, a discussion, lunch time dvd or music, etc
- Good relationships between all partners
- Adults model the behaviour that is expected from the students
- Positive everyday interactions between teachers and students
- Helping students themselves to recognise and affirm good learning behaviour
- Exploring with students how people should treat each other
- Involving students in the preparation of the school and classroom rules

Our Code of Conduct revolves around our RIGHTS and RESPONSIBILITIES

- Every person in our school has the **right** to be happy and to be treated with understanding
- Every person has the **responsibility** to treat others with understanding – not to laugh at others, tease others, or try to hurt their feelings
- Every person has the **right** to be treated with respect and politeness
- Every person has the **responsibility** to treat others politely and with respect.
- We have a **responsibility** to respect the authority of those in authority.
- We should be able to disagree without being disagreeable
- We have the **right** to be safe
- We have the **responsibility** to make the school safe by not threatening, hitting or hurting anyone in any way
- We have the **right** to obtain maximum benefit from all lessons and classes – other students will not deprive me of this by their behaviour.

- Every person in the school has the **responsibility** to respect their environment by cleaning up after themselves and use the bins provided to dispose of litter.
- We have the **responsibility** to co-operate with teachers and other students to make sure that lessons proceed and that we keep up to date with required work. We will not behave to interfere with other students' right to learn. We also have the responsibility to be punctual, to attend school regularly and to take part in activities that will be of benefit to us.

The School Code of Positive Behaviour has been devised in the interest of all of those who attend and work in Corran College.

The pupils' continued participation in the school is based on compliance with the Code of Positive Behaviour.

Rules and Regulations

Introduction

The purpose of these rules is to establish clearly for students, their parents/guardians, and their teachers, the areas of responsibility and the standards of behaviour that Corran College has set for its students. The school hopes that all these elements will create effective co-operation between students, staff and parents.

This effective co-operation in turn will:

- Create an environment conducive to learning
- Ensure the rights of teachers to teach and of students to learn
- Promote and develop responsible student behaviour
- Ensure the safety of students and staff
- Ensure that the school can operate smoothly to the benefit of all.

The following points apply on the school grounds, at the bus stop, on school buses and during school outings.

1. Respect and courtesy for all school staff inside and outside the College.
2. Respect and courtesy toward other students. Bullying in any form will merit serious sanctions. (See Anti Bullying Policy).
3. Respect for all school property. This includes damage to property, littering and graffiti. Any damage caused in this manner will have to be replaced/repared at student's expense
4. Absence from school or lateness for any class, study period or school related activity must be accompanied by written permission from a parent/guardian (refer to the Attendance Policy).
5. Punctuality for class is essential.
6. Safe behaviour is vital both inside and outside school buildings and within the school grounds. Students must observe all College safety regulations
7. Neat dress, personal hygiene and cleanliness are important. Students must wear the correct school uniform, (please refer to current uniform policy)

8. The area at the end of the art room, front of school, staff car park and end of the Woodwork Room are strictly out of bounds.
9. Students wearing excessive make-up will be asked to remove it.
10. Chewing gum is forbidden.
11. Eating and drinking in classrooms is forbidden. Fizzy drinks are not permitted on the school grounds and will be confiscated.
12. Smoking is forbidden on the school grounds.
13. Alcohol and substance abuse are forbidden on the school grounds and will be dealt with in accordance with the school policy.
14. Use of aerosols is forbidden on school grounds.
15. A student will not be permitted to represent the school in any extra-curricular activities while on suspension or has a pending detention.
16. Students must observe the special safety regulations as laid down by teachers in charge of laboratories and workshops.
17. It is important to note that a teacher's authority extends beyond his/her classroom to include the whole school environment.

Procedure when absent from school

Parents are asked to give written explanation of all absences in their child's school journal. If a student is likely to be absent from school for longer than 2 days a phone call to the school informing us of this would be appreciated. (The written explanation in the school journal is also required on the child's return to school.) If a student is present in the morning but absent unexpectedly in the afternoon, a telephone call should be made to the office informing us of this. A note is also required to be written in the student's journal and shown to the principal or deputy principal the morning after the absence. *Please note that it is the duty of the management to report relevant students who have been absent from school for 20 days to Tusla.*

Procedure when late for school

If a student is late for school, he/she must sign in at the office before going to class and report to their class teacher. A record of lateness will be kept and students who are regularly late will be subject to sanctions. *Students who are late for school on 5 occasions without explanation will be placed on lunchtime detention. Parents / guardians will be notified of this by letter*

Procedure when leaving school premises during day

If a student must leave school during the school day, a signed note should be written in the student's journal and brought to the Principal/Deputy Principal that morning. The student **must be collected by a parent/guardian** and the parent/ Guardian and student are asked to sign 'out' on leaving sign 'in' on returning to the school.

It is school policy not to allow students to leave without a parent calling to the office to collect them. Please do not arrange to collect your son/daughter outside the school. When a parent / guardian calls to the office to collect the student, they will then be called out of class.

School Uniform

All pupils must wear the school uniform and maintain it in a smart condition. Alternative school uniform may be supplied to those with incorrect uniform, or alternatively, students may be requested to return home until the correct uniform is available to them. This decision is at the discretion of the management.

Full school uniform must be worn on all school trips or when representing the school. Failure to attend to this will result in the student being unable to participate in the school outing.

Minimal facial jewelry is allowed but only in consultation with Parent/Guardian. Earrings must be non-hooped, studs only. Students are not allowed to wear more than one earring in each ear.

Students are only permitted to wear natural looking make-up.

Conduct

Each student must be respectful, courteous and cooperative to each other, to school staff and to visitors.

Bullying of any description will not be tolerated. (See Anti Bullying Policy)

Good behaviour is always expected:

- in classrooms
- on school premises/grounds and corridors
- on school buses and bus stop
- on all school outings.

Outside the school premises

Students are always expected to keep all school rules and behave in a responsible way when wearing the school uniform. This also applies when travelling to and from school, on school outings and when representing the school at games and other activities.

Substance Misuse

(See substance misuse policy)

Smoking including e-cigarettes on school premises/grounds is forbidden/illegal.

Consumption of alcohol is forbidden, including on school trips.

The possession of and involvement in drugs is illegal.

Homework

Homework, written and learning, must be entered in the pupil's school journal each day and completed to the best of the student's ability. In exceptional circumstances only a note from parent/guardian will be accepted for homework not completed.

Parents are advised to check and sign the school diary at the end of each week and observe their child's behaviour on VS ware. This is an important routine to maintain Teacher/Parent communication,

Mobile Phones

Use of mobile telephones or any technological devices including music devices e.g. iPods, on school grounds is forbidden. Mobiles must always be out of sight and switched off.

In the event of a student using a mobile phone or being seen with one it will be confiscated. Phones will be stored in a secure location; however, the school takes no responsibility for phones lost, stolen or damaged while in storage.

The phone will be returned to the student at the end of the school day for a first offense.

The phone will only be returned to parents/guardians by appointment, from the principal's office on second and subsequent offenses.

If a child fails to hand over a phone when requested by a teacher, this will be considered a serious breach of the code of positive behaviour.

Personal Devices

Students using their own technology in school, such as leaving a mobile phone turned on or using it in class, sending nuisance text messages, or the unauthorised taking of images with a mobile phone camera, still or moving are in direct breach of the school's Acceptable Use Policy. (*Please see school's AUP*). The use of personal devices or assistive technology may be permitted during class time at the discretion of the class teacher

Internet Usage of the class teacher

Misuse of the Internet may result in disciplinary action, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The School also reserves the right to report any illegal activities to the appropriate authorities (*Please see school's AUP*). (See student journal Parent signature required yearly).

Students out of class

If a student needs to leave class, they must bring their journal, and have it signed by their teacher to say that they have permission to be out of class. This allows us to know where students are always. Students without a journal will be sent directly back to class.

It is the **responsibility** of each student:

- to have their school journal in all classes
- to have all the basic requirements for each class, that is, a school bag and all textbooks, copies, materials and requisites required for each class
- to have in and completed all homework exercises assigned by teachers
- to look after all books, materials and property that they bring to school
- to wear full school uniform
- to produce a written note from his parents/guardians if:
 - late and / or absent from school
 - exercise / homework is not done or incomplete
 - seeking permission to leave school during the school day
- To have journal signed by a parent every week.
- Behave within the classroom, the general school environs and in 'out-of-school' activities in a manner that contributes to learning, good order and the safety of himself and all other members of the school community and the wider community.

The following are the basic standards of **behaviour expected of students in class:**

- Treat people and property with respect
- Refrain from using any words / gestures / actions that disturb the teaching or learning process
- Enter and leave the classroom with due respect for other people

Support Roles and Structures.

Subject Teacher
Each subject teacher has responsibility for promoting positive behaviour in his/her own classroom. With the help of consistent rules and routines in class/school, occasional minor behaviours for concern should be attended to effectively by the classroom teacher. Subject teachers may use some of the schools agreed sanctions. Subject teachers should record all incidents of failure to meet expectations in their own records, on VSware and in the student journal where necessary
Class Tutor
The class tutor supports the subject teacher. He/she will reward and encourage good behaviour, records reported incidents, monitor attendance and progress, The Class Tutor monitors the student diaries and imposes sanctions when needed.
Year Head
Has overall responsibility for Year Group. The Year Head will support the class tutor and the subject teacher in their efforts to improve behavior. The Year Head will reward and encourage good behaviour If the Year Head receives a referral, he/she will apply the Code of Behaviour and impose appropriate sanctions.
Pastoral Care
Guidance Counsellor, HSCL, HYL, SCP Offers counselling and support. Provides assistance and supports to students.
Deputy Principal
Responsibility for dealing with matters related to discipline.
Principal
Overall responsibility for day to day management of the school
Board of Management
Ultimate responsibility for ensuring that good order is maintained in the school.

How the school's discipline structure works

Ladder of referral

Stage	Personnel involved	Intervention
1 - 3	Classroom teacher	In class interventions by class teacher as out lined below
4	Class tutor	Upon receipt of 1 st referral form Discussion with student and methods of improving behaviour discussed Commitment to improved behaviour recorded by class tutor on 1 st referral record form (see appendix 1)
5	Year head	Student placed on lunchtime detention for a min of 1 day Parents notified of this.
6	Deputy principal/year head	Student placed on yellow report card for 3-5 days to monitor behaviour in class Student placed on 1 lunchtime detention during week of report card Parents will be notified of this Parent/Guardians and students will be offered school supports (SCP, HSCL) Loss of lunchtime privileges to go downtown can be imposed on senior students.
7	Deputy principal	Student placed on Red report card for 5 days to monitor behaviour in class Student placed on 2 lunchtime detentions during week of report Parents will be notified of this Loss of lunchtime privileges to go downtown can be imposed on senior students Parent/Guardians and students will be offered school supports
8	Principal /Deputy Principal	Suspension Parents are invited into the school for a meeting to discuss the issues in question and to decide on the best way to address them Outside agency involvement to improve behavior (NBBS, Meiteal, NEPS, NEWB) Commitment to future behavior documented Parents may be invited to a meeting with the Board of Management
9	Principal	Extended suspension or expulsion

Management reserve the right to increase or decrease sanction imposed on a case by case basis

Step 1-3 Teacher interventions

1. Stage 1 Student in breach of class rules

Action:

- Verbal warning stating that the behaviour is inappropriate and advises the student to make a sensible choice and return to task

2. Stage 2 Student continues to be in breach of class rules

Action:

- 2nd Verbal warning
- Discussion with student at end of class
- Penalty sheets
- Teacher records incident in the student's official school journal
- Removal of class privileges
- Written work in class
- Note in School Journal
- Moving students seating position (sitting in front of class)

3. Stage3: Student continues to be disruptive in class/more serious breach of the Code of Conduct/Behaviour

Action:

- Class teacher records the incident on the school management system (VSWare)
- Penalty exercises assigned – this should be fair and reasonable
- Students may be sent to a teacher in same area
- Teacher led lunchtime detention (In this instance students will receive 24 hours' notice of detention. Detentions will not take place unless there are two or more students involved)
- Class teacher to interview student to see how problem can be solved

4. In cases where there is repeated misbehaviour in class and interventions have been tried by the subject teacher, a referral form will be completed by the subject teacher and passed on to the class tutor. The Class tutor will discuss the issue with the student and methods of improving behaviour will be discussed and encouraged. This meeting will be recorded. (See Responsibility document in Appendix).
5. Where students receive a second referral they will be placed on detention for a maximum of one week by their Yearhead. Parents / guardians will be notified of this.
6. Upon receipt of a third referral, Deputy Principal will place the student in question **on Yellow report so that behaviour can be monitored**. A note will be made of this in the student's school journal. The student will carry a report card to class each day for a week. Teachers will

sign the card at the end of each class and the card will be signed by parents each evening. At the end of the week the completed card will be handed to the Deputy Principal. In addition, students will again be placed on detention for one week. Parents / guardians will be notified of this.

7. Upon receipt of a fourth referral or if a student's behaviour has not improved while on a Yellow Report Card or if an incident in itself is deemed to be so serious that it requires a more incisive intervention then a student may be placed on a **Red Report Card**. This will be viewed as a very serious intervention and any student placed on a Red Report Card will automatically be placed on a minimum of 2 days lunchtime detention during that week. Students may be given extra work while on report, may have other privileges cancelled and will have a note on their permanent discipline record.
8. In instances where students receive a fifth referral, student will be suspended for a number of days parents / guardians will be invited to the school for a meeting to discuss the issues in question and to decide how best to address them. A re-integration plan is drawn up for the student. Matter are referred to supporting agencies eg NEPS/ NEWB. Parents are invited to a meeting with the BOM
9. Expulsion should be a proportionate response to the student's behaviour. The expulsion of a student is a very serious step, and one that is only taken by the Board of Management in extreme cases of unacceptable behaviour. The school has taken significant steps to address the misbehaviour and to avoid expulsion of the student however the School Authorities have tried a series of interventions and believe that they have exhausted all possibilities for changing the student's behaviour. A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998 section 29)

Serious Incidents

Certain behaviour will be deemed by the school to be a very serious breach of the school Code of Behaviour and may lead to an automatic suspension. Examples of such breaches of Code of Behaviour are shown below. (Please note that the list is not exhaustive.)

- Bullying.
Assaulting another student or staff member (ref: Anti-Bullying Policy)
- Cyber bullying of another student or staff member
- Smoking, carrying cigarettes, using or distributing illegal substances i.e. drugs / alcohol (ref: Substance Use Policy)
- Leaving the school grounds without permission
- Verbal abuse of a teacher inside or outside school
- Physical abuse of a teacher inside or outside school
- Abuse of a teacher's property
- Abuse of a student's property
- Blatant disobedience of a teacher
- Carrying dangerous items e.g. sharp objects / knives / scissors, fireworks, bangers etc.
- Stealing
- Vandalism
- Truancy

- Failure to hand over mobile phone when asked
- Failure to do detention or in class punishment
- Disruption of detention in any way
- Forging parent's signature
- Disruption of examinations
- Any offence, not listed above, that would severely undermine the authority of a teacher or the school management
- Breaches of our **Health and Safety Control of COVID-19 Policy for students (please see appendix 2 for Covid19 supplement to Code of Behaviour)**

Students found in the possession of or sharing illegal substances will be brought before a Disciplinary Committee. Parents and Gardaí will be informed. The Board of Management will be informed, Ref. to Substance Use Policy.

BEHAVIOURAL CONTRACT

Students and parents may be required to enter a behavioural contract as a result of persistent breaches of the Code of Behaviour. Entering a behavioural contract will be a final opportunity to improve behaviour prior to involving the Board of Management.

The school will monitor, review and evaluate this Policy and all related work and procedures on an ongoing basis to ensure legal compliance and the maintenance of best practices.

Expulsions

In the case of expulsion, the school and the board of management will act in accordance with its expulsion policy

Preventative Measures

Students will be encouraged in their endeavours to uphold the code of conduct/behaviour by use of the following measures:

1. The Code of positive behaviour circulated to the parents/guardians of all new entrants into the school and they are asked to read it and to sign their agreement with the content and their support and co-operation with it.

This is done to ensure that parents/guardians and students understand what our rules are and 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, each class is brought through the code of conduct and any amendments to it are highlighted.

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 rules and the reason for them are discussed as part of the school's pastoral care programme. A synopsis of the rules and a student contract is included in the school journal and must be signed on an annual basis by the student and their parents/guardians.
4. The notion of tolerance for others, self-control, a sense of fairness and the principles of natural justice are discussed as part of the religious education and SPHE programs 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, current affairs and/or outside speakers.

This 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.

Rewards

In Corran College teachers are encouraged to use the following methods in order to reward students for upholding the code of conduct:

- Verbal praise to student in class or privately
- Recording a positive note in school journal or sending home a letter to parents
- Announcement on school intercom system highlighting achievements
- Positive comment to class tutor or year head
- Sending home, a Positive Behaviour Postcard
- Display of students work
- Use of school website and school social media to notify student achievements
- Leadership role given to students e.g. class representative on Student Council
- Other rewards e.g. school trips.

The Use of Sanctions

The objective of a sanction is to help a student to learn that their behaviour is unacceptable. Good practice in the use of sanctions ensures that:

- Sanctions are part of a plan to change behaviour
- Used consistently
- Students & parents know what sanctions are used in the school
- Proportionate and appropriate
- The school may apply sanctions in response to behaviour that takes place outside the school day/grounds where:
 - The written code of conduct makes clear to students and parents when and where the provisions of the code of conduct apply
 - There is clear connection with the school and an impact on its work.

Examples of sanctions within our Code of positive behaviour

Sanctions are important to make students experience the consequences of their misbehaviour. They are scaled to take account of the nature of the incident, the situation leading up to the incident and are imposed by the staff of our school in accordance with our ladder of referral. Such sanctions include:

- A firm reprimand from a member of staff is expected to be sufficient to correct inappropriate behaviour
- Time-out (removal of the student from the scene of the incident e.g. the student is put working in a different place/location such as another part of the classroom or in another classroom by arrangement with a colleague)
- A note home to parents/guardians in the school journal. Notes to parents/guardians should be signed to indicate receipt of information.
- The assignment of punishment exercises

- A referral to the Class Tutor

Sanctions for more serious misdemeanours or for consistent breaches of our code of conduct include:

- Referral to the Year Head in line with our ladder of referral
- Detention in school for an accumulation of notes/minor issues or for a more serious offence (Parents sign at the start of the year in acceptance of this sanction should the need arise and notice will be given to the students and to the parents/guardians by means of a text message or by letter)
- A school community task such as picking up litter, removal of graffiti or assisting a teacher with a task
- A verbal reprimand from Deputy Principal/Principal
- A telephone call to parents by Deputy Principal or Principal
- A meeting with parents/guardians and/or the student
- Putting a student on report (Yellow or red)
- Removal of going downtown at lunch time
- Exclusion from a favoured activity
- Withdrawal of school privileges e.g. ban from computers
- Other suitable interventions designed to modify specific behaviours
- Suspension from school (in accordance with the schools policy on Suspension & Exclusion)
- Exclusion from school (in accordance with the schools policy on Suspension & Exclusion)

Procedures and Record Keeping

The procedures for dealing with incidents of unacceptable behaviour/breach of the school rules are referred to as our 'ladder of referral' as above. The basic principle is that the more serious the incident, the higher up the ladder it is dealt with. However, all incidents from stage 4 and above must be recorded on the school's referral sheet and held in the students individual file. The Deputy principal, with the support of the class tutor is responsible for ensuring the safe collection and filing of any incident reports.

In the interest of the general body of the school community, it may be necessary at times to search a student locker or property during the investigation of a particular issue – for example, theft, substance abuse, allegations or concerns that a student may be in possession of carrying an offensive weapon, including knives.

Students are entitled to the same personal rights, right of privacy and defence of human dignity as anyone else. Accordingly, a search of the schoolbag or locker of a student may only be undertaken if:

1. The Principal, or in the absence of the principal, the Deputy Principal or senior member of staff, determines that there is evidence to suggest the person may be responsible for theft of property, possession of a dangerous weapon or possession of illegal substance.
2. Permission is obtained from a parent/guardian to initiate such a search in the absence of the parent/guardian, or the parent/guardian has indicated a wish to be present when the search is being conducted.
3. Another person of authority (e.g parent, member of staff, which could include an SNA) is present.

Interventions

The subject teacher will deal with most 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: tutor systems, pastoral care teams, guidance counsellors...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.

Restorative Justice

In stages 1,2,3 and 4 of our ladder of referral teachers and class tutors may use restorative Justice procedures to deal with an incident of misbehaviour

The restorative justice model is based on

- A non-punitive approach based on instilling a sense of responsibility and empathy on the perpetrator(s) and justice for the target(s)
- A positive approach to discipline based on the individual taking responsibility for his/her actions.

An approach based on mutual respect and empathy with both sides being listened to and heard

Other specific interventions

Specific intervention packages may need to be designed to suit individual needs. Examples of specific interventions include:

1. Additional support may be necessary for some students for example: being put on report, being confined to an area.....etc
2. 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.
3. The School may use the NEPS Continuum of support and develop a support plan for the individual child
4. The Student may be assigned to a member of staff to engage in specific programmes aimed to improve student behaviour Programmes available in our school include:

Check & Connect programme

Get UP! Stand Up! (Neps Programme)

5. A concise behaviour plan will be developed in consultation with the parents and student to address the behavioural needs of the child. Specific programmes will be selected to support the child with behaviour difficulties. Programmes such as Meitheal led by Tusla etc.

Implementing the Code of positive behaviour

The implementation of the Code of positive behaviour for Corran College will include the following:

- All school partners are involved in the development and review of the code
- Amendments to the Code of positive behaviour will be communicated to the stakeholders
- A major review will involve consultation with and ratification by all partners
- The code will be made accessible to all through its publication on our school website and hard copies will be available on request
- All incoming students will receive a copy of the Code of Conduct and parents/guardians will be required to sign an acknowledgement of receipt of it
- A synopsis of the code will be published in the student journal for students to refer to. The code will also be referred to in class by teachers on a regular basis. Students and their parents/guardians must

sign a student contract in the student journal each year Students must carry their student journals to all classes

- Parents/guardians are requested to sign the student journal on a weekly basis and to acknowledge any notes from teachers
- At the start of each academic year/induction process, each class is brought through the standards of behaviour/expectations/sanctions in the code of conduct and any amendments to it are highlighted
- School rules/expectations and the reason for them are discussed as part of the schools pastoral care programme
- The SPHE programme and Extracurricular opportunities are used as vehicles for teaching skills for responsible behaviour and relationships
- Parents/guardians are encouraged to share information with the relevant school personnel in order to assist the school in understanding a students' behaviour and to plan interventions where necessary
- Behaviour in the school will be monitored carefully at all times by Senior Management
- The school will work closely with the NBSS and NEPS for expert advice on dealing with students with complex needs.
- Behaviour will be discussed as part of Whole School Development Planning and training will be provided as necessary.

Whole School Approach

The code of 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 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 teamwork and consistent approach to behaviour
- Effective classroom management and good curricular planning
- An inclusive and involved school community

Classroom management and teaching methods have a strong influence on students' behaviour. The classroom environment, like the wider school community, gives students clear messages about teachers' expectations and creates boundaries. The skills of the teacher in managing a routine engagement with students are critical in preventing problems. In addition, the supervision of students at break times also helps to ensure the school creates and maintains a positive and safe school environment for all members of the school community.

This policy has been ratified by the Board of Management at its meeting of

_____ (date)

Signed: _____

Chairperson

Next review date: _____

If the misbehaviour is of a serious nature, or which poses a risk to the health and safety of others. Parents will be contacted immediately.

Appendix 1

1st Referral meeting with Class tutor

**This form must be completed student
before meeting**

Student _____

Class tutor _____

Date _____

Why have you been referred?

What area of our schools code of discipline have you broken?

Refer to your Journal

Can you explain why this happened?

What commitment can you give to your future conduct?

Notes from meeting between class tutor and student:

A large, empty rectangular box with a black border, intended for taking notes from a meeting between a class tutor and a student. The box is currently blank.



Health and Safety Control of COVID-19 Policy for students

1. Introduction

Under the Safety Health and Welfare at Work Act 2005, the board of management of Corran College under the trusteeship of Mayo Sligo Leitrim Education and training board MSLETB as employer is required to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all employees of the school. The employer is further required to manage and conduct the school in such way as to ensure, so far as is reasonably practicable, that individuals at the place of work who are not employees, such as students, parents/guardians, visitors to the school, are not exposed to risks to their safety, health or welfare.

This policy is influenced by the need to minimise the risk of introduction of COVID-19 into the school community and to prevent its spread. Although it is acknowledged that no single action or set of actions will completely eliminate the risk of COVID-19 transmission, adherence to this policy will contribute to the reduction of that risk of transmission.

In accordance with this policy students are expected to comply with the standards of behaviour set out in this policy or as directed by the school to prevent the introduction and spread of COVID-19. The COVID-19 control measures are consistent with current advice from the HSE, the Health and Safety Authority, the Department of Education and Skills and the Department of Foreign Affairs and, as such, may be subject to change. Students and parents/guardians will be notified of any changes to the control measures. Students are expected to comply with all directions from school staff in relation to the school's COVID-19 control measures. Any failure or refusal to comply with this policy or to follow instructions of school staff should be dealt with in accordance with the school's Code of Behaviour. Parents/guardians are required to supply the school with a phone number/s of available person/s who can be contacted at all times and who will be available to collect a student from the school should the need arise.

2. Symptoms of COVID-19

Symptoms of COVID-19 are similar to symptoms of cold or flu. The most common symptoms are:

- fever
- cough
- shortness of breath

- loss of sense of smell or taste

More information regarding the most up-to-date signs and symptoms of COVID-19 is available on the HSE website, <https://www2.hse.ie/coronavirus/>.

3. Standards of Behaviour expected of students to help prevent the introduction or spread of COVID -19 in the school

Standards of Behaviour expected of students

Students are expected to comply with any control measures directed by the school to prevent the introduction and spread of COVID-19, including, but not limited to:

- maintaining a social-distance of at least 1 metre and where possible, 2 metres, from other students and staff;
- wearing a face covering (applicable at post-primary level). All students at post-primary level, are required to wear a face covering subject to a limited number of exceptions set out in relevant Department of Education guidance. Face coverings must not contain any slogans/logos/images that may cause upset or be deemed offensive to any member of the school community.
- performing hand hygiene with a hand sanitiser on entering the school.
- repeating hand-hygiene at regular intervals throughout the school day and when directed by school staff;
- maintaining good respiratory-hygiene. In this regard students should:
 - cover nose/mouth with a tissue when coughing/sneezing and dispose of used tissue in waste bin and perform hand hygiene
 - cough or sneeze into the inner elbow (upper sleeve) rather than into the hand, if no tissues are available.
 - keep contaminated hands away from the eyes and nose
 - carry out hand hygiene after contact with respiratory secretions and contaminated objects/materials
 - not spit or deliberately cough or sneeze at or towards any other person in the school
- not sharing materials or stationery, such as pens, calculators, rulers, etc. with other students;
- not attending school for 14 days after returning from travel out of the country in line with Government guidelines for travel;

- not attending school if displaying COVID-19 like symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice
- not attending school where tested positive for COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice
- not attending school if identified by the HSE as a person who has been in contact with another person who has contracted COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice;
- not attending school if a member of the student's household is displaying COVID-19 symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice
- telling a teacher or other member of staff where a student feels unwell at school. In that regard –
 - the student will require to be collected from the school as soon as possible by a parent/guardian or a person designated by the parent/guardian for such purpose.
 - parents must ensure that the school has up-to-date contact details so that they can be contacted by the school if required.
- complying with any other such directions as advised by the DES and/or HSE and communicated to the school community.

Note – schools should review the above list and adjust or add items where necessary having regard to its own particular circumstances

Students should be aware that the above is a non-exhaustive list. Students are expected to follow all instructions from staff which aim to prevent the introduction COVID-19 into the school and minimise its spread.

4. Failure to comply with the standards of behaviour

Failure by a student to comply with the standards of behaviour expected to help prevent the introduction and spread of COVID-19 will constitute a breach of the Code of Behaviour of Corran College and s/he may be subject to sanction up to and including suspension or permanent exclusion. Any actions or sanctions taken in respect of alleged breaches of the code of behaviour will be carried out in accordance with the provisions of the school's code of behaviour, the requirements of the EWS Guidelines on Developing a Code of Behaviour and relevant requirements of the

Education and Welfare Act 2000. Sanctions will be proportionate to the nature, seriousness and context of the behaviour.

A student engaging in aggressive, threatening or unacceptable behaviour that creates or increases the risk of COVID-19 infection for staff, other students or visitors to the school may be removed from class and, if necessary, from the school premises with immediate effect, pending any further action to be taken in accordance with the school's code of behaviour.