

Sandford Park School

Code of Behaviour



Scope

This Code of Behaviour (“the Code”) applies to all of the students of Sandford Park School (“the School”) and relates to all School activities both during and outside normal school hours. It applies both on and off the School grounds and anywhere students could be identified as students of the School.

Relationship to School’s Mission Statement

The Code has been developed in line with the School’s mission statement which states that students are prepared to be responsible citizens with a respect for learning enabling all students to fulfil their own unique potential.

Links to Ethos

The Code reflects the ethos of the School which includes a recognition of the individuality of all of our students and staff and of their rights to enjoy their roles within the School and equally a recognition of the corresponding responsibility, to the School community, of each individual within it.

Rationale

The School places great store on the importance of students being given every possible encouragement to develop good patterns of behaviour. To function efficiently a school requires rules and regulations which are clearly stated and implemented consistently and wisely. The ideal is that students will acquire the skills of self-discipline, but it is recognised that sanctions may be required to ensure that good order is maintained and that offenders are given clear direction. The Code is also in keeping with the objectives set out in the LAOS (Looking at Our Schools) document to ensure an orderly, secure and healthy learning environment, which fosters a positive school climate and encourages respectful interactions by developing a culture of mutual respect and shared accountability.

Objectives

1. To create a safe, secure learning environment for all students by promoting a sense of mutual respect among all members of the School community.
2. To encourage students to acquire habits of good conduct and self-discipline that will enable them to play their part as constructive and responsible members of society.
3. To ensure that management of the classroom learning will be made as effective as possible through the maintenance of orderly class behaviour.

4. To ensure that all members of the School community cooperate to achieve good order throughout the School and show courtesy, consideration for others and respect for the School environment.
5. To ensure that all members of the School community understand the role they have to play in upholding of Code.
6. To outline strategies to discourage poor behaviour and a structure of fair, consistent and agreed sanctions that will be used in response to unacceptable behaviour.

Content of the Code

Student Rules

The School expects that all students will

Show consideration for the safety and learning of themselves and others in that they will

1. Treat all staff, members of the public and fellow students with respect and courtesy.
2. Stand up at the start of each class until invited to sit down by the teacher in charge.
3. Stand up if a visitor/ another teacher enters the classroom during class.
4. Comply with the specific rules of behaviour as set out by each class teacher recognising that these may differ in sport, science, language classes etc.
5. Bring all required equipment to class and complete all homework set, neatly and on time.
6. Never possess, use or consume alcohol or non-prescribed drugs (including tobacco/vape) while in School, wearing School uniform or on School trips. (See Substance Use Policy)
7. At all times show respect for the rights of others to enjoy School and to be free to learn in a safe non-threatening environment. (See Anti-Bullying Policy)

Contribute to a positive atmosphere in the School environment in that they will

8. Switch off mobile phones before entering the School campus and store them in their schoolbag. Phones may only be switched on at the end of the school day.
9. Move quietly around the School in an orderly manner.
10. Comply with all requests made by those in authority and in particular by all staff, prefects etc.
11. Respect the School environment, for example, by not dropping litter, chewing gum or using 'Tippex' or any liquid eraser.
12. Comply with instructions as regards areas designated 'out of bounds' such as the pond and island, the fire escapes etc.
13. Not drive in the School grounds in a car or on a motorcycle without the specific permission of the Deputy Principal.
14. Treat all School equipment and property, their own property and the property of others with respect.

Comply with uniform requirements in that they will

15. Wear the School uniform, clean and in good repair, in the manner prescribed, in all classes, at assembly, on School trips and on other occasions where prescribed. (See Uniform Policy)

Comply with attendance policy in that they will

16. Attend School every day of term and remain within the School grounds for the whole school day (with the exception of Form 6 students in possession of lunch passes.) (See Attendance Policy.)
17. Be on time for School and for every class. (See Attendance Policy.)

Roles and Responsibilities

The School acknowledges the contribution of all members of the School community in upholding the Code. Each member of the School community has a responsibility for the promotion of good behaviour and a role in minimising unacceptable behaviour.

Role of students

It shall be the role of students

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|---|---|
| <ol style="list-style-type: none">1. To read and become familiar with the Code2. To respect the right of other students to learn | <ol style="list-style-type: none">1.1. by reading the Code carefully and listening as your Form Teacher explains it.2.1. by arriving in class on time.2.2. by arriving into class with the correct uniform, shirt tucked in, etc.2.3. by standing quietly at your place so the class can start without delay.2.4. by completing homework neatly and on time.2.5. by bringing the correct books and equipment to class.2.6. by not behaving in any way that interrupts the learning of other students e.g. chatting, distracting behaviour etc. |
| <ol style="list-style-type: none">3. To respect the right of teachers to teach | <ol style="list-style-type: none">3.1. by following the rules laid down by each teacher as regards class behaviour.3.2. by not hindering the progress of the class in any way |
| <ol style="list-style-type: none">4. To respect the right of others to enjoy School | <ol style="list-style-type: none">4.1. by behaving with consideration for other members of the School community.4.2. by playing a full role in ensuring that the School is a bully free school. |
| <ol style="list-style-type: none">5. To treat with respect all School equipment, all personal | <ol style="list-style-type: none">5.1. by looking after games/science/music equipment and returning it carefully to the correct place after use. |

- equipment and the equipment of others
- 5.2. by clearly naming all belongings and making sure they are not left lying around and that they are left in the locker when not in use
 - 5.3. by taking care not to pick up and remove the belongings of others
 - 5.4. by not writing on desks, chairs or other School equipment
 - 5.5. by returning any borrowed equipment to the person from whom it was borrowed immediately after use.
6. To wear School uniform in the manner prescribed.
 - 6.1. by ensuring all items of uniform are clean, in good repair and named.
 - 6.2. by wearing tie up, socks pulled up and shirt tucked in
 - 6.3. by wearing uniform travelling to and from School at normal times.
 - 7.1. by listening to and following instructions given by all staff as regards health and safety.
 - 7.2. by thinking through the consequences of actions before doing them
 7. To behave at all times in such a way as to promote the health and safety of yourself and recognise your role in promoting the health and safety of all members of the School community
 8. To participate in sports and other School activities in a good spirit, recognising your responsibilities as a team member.
 - 8.1. by celebrating both School achievements and good performance by opposing teams.
 - 8.2. by attending practices as required.
 - 8.3. by being reliable about being at the right place at the right time with all necessary equipment.
 - 8.4. by acting in such a way as to promote good team spirit.
 - 8.5. by never saying or doing anything to put down another member of the team.
 9. To behave at all times, and particularly when outside the School or on School trips, as an excellent ambassador of the School and its ethos.
 - 9.1. by treating all members of the public with courtesy and consideration.
 - 9.2. by cooperating fully with all instructions given by members of staff

Role of parents/ guardians

The role of parents is essential to the effective operation of the Code. The School fully acknowledges the part they play in the operation of, and the support and encouragement they give their children to uphold, the Code.

It shall be the role of parents/guardians

1. To read and become familiar with the Code.

2. To discuss the Code with your son/daughter regularly to ensure that he/she understands it and its rationale.
3. To ensure that your son/daughter is able to make the most of all the opportunities available to him/her by attending School every day and arriving on time.
 - 3.1. by ensuring he/she arrives in School by 8.30 a.m. each day.
 - 3.2. by ensuring his/her education is interrupted as little as possible by appointments etc. during the School day in term time.
 - 3.3. by ensuring he/she participates in sport when scheduled to do so.
 - 3.4. by encouraging his/her participation in other extracurricular activities.
4. To ensure that your son/daughter follows the instructions of the Uniform Policy.
 - 4.1. by ensuring that he/she has all the required items of uniform, clearly named.
 - 4.2. by ensuring that he/she leaves the house/car wearing all of the correct items of uniform.
 - 5.1. by asking about progress, test results and homework.
 - 5.2. by looking at his/her School Diary and VSware periodically
 - 5.3. by discussing school with him/her and supporting him/her at sports matches, Student Enterprise Award, Young Scientist, debating etc.
5. To take an active interest in your son/daughter's academic work and extracurricular activities.
6. To attend parent-teacher meetings.
7. To participate positively in close monitoring of your son/daughter's homework and behaviour if his/her Form Teacher feels that this is in his/her best interests.
 - 6.1. as listed on the School calendar circulated at the start of each school year and published on the school website.
 - 7.1. by reviewing with your son/daughter and signing the diary or acknowledging emails regarding work or behaviour, when this is considered necessary
 - 7.2. by attending meetings with the Form Teacher as requested.
 - 7.3. by tracking your son/ daughter's attendance and behaviour on Vsware
8. To inform the School if your son/daughter is experiencing difficulties at School
 - 8.1. by contacting the Form Teacher/ Year Head or the appropriate subject teacher to make an appointment. It is helpful to be aware that there are usually two sides to a story!
9. To inform the School of any changing family circumstances
 - 9.1. by informing the Form Teacher/ Year Head or Office.

Ladder of Referral

All instances of misbehaviour are dealt with using the Ladder of Referral outlined below. In general restorative practices are employed in order to provide students with opportunities to address their behaviour before sanctions are imposed. If sanctions are imposed they will only be discussed with the parents of student(s) in receipt of the sanction and not with other parents.

Role of Class Teachers (Level 1)

The School acknowledges the role of teachers in the development and operation of the Code. The School recognises that the main focus of the Class Teacher is in the area of teaching and learning but they also have an important role to play in behaviour management. The School recognises and values the fact that teachers are individuals with their own teaching style bringing different qualities to the classroom and within this play their role in upholding the Code.

It shall be the role of the Class Teacher:

1. To read and become familiar with the Code.
2. To ensure that the Code is upheld within your classroom so that each class is a valid learning experience for each student
3. To deal with minor infringements of the Code according to your own discipline plan.
 - 2.1. by ensuring all students are informed about the rules in your classroom
 - 3.1. by drawing up a plan of sanctions for breach of the Code
 - 3.2. by drawing up a code of conduct for their room.
 - 3.3. by ensuring that all students are informed about the sanctions.
 - 3.4. by putting the sanctions into practice and adding points to VSware as appropriate
4. To inform the Form Teacher of any repeated or serious breach of the Code that interferes with the freedom of other students to learn or your freedom to teach.
 - 4.1. by informing the Form teacher of major breaches of your code of conduct or repeated minor breaches which interfere with learning of others
 - 4.2. To apply sanctions as agreed when informed of breaches of the Code by members of your form so that students experience the consequences of their misbehaviour with the aim of modifying their behaviour in the future.

5. To ensure the Code is upheld within the School and while engaging in extracurricular activities, sport, and School trips.
 - 5.1. by becoming familiar with uniform rules and procedures and enforcing them while out of as well as in class.
 - 5.2. by correcting all incidents of inappropriate behaviour
 - 5.3. by being vigilant at all times about litter, damage to property, lack of consideration for others.

Role of Form Teacher (Level 2)

The School recognises the pivotal role of the Form Teacher in the welfare and education of the students in their charge. The School fully recognise the Form Teacher's role in promoting positive attitudes towards School and learning and their role in upholding the Code.

It shall be the role of Form Teachers:

1. To read and become familiar with the Code.
2. To discuss the Code with your form regularly to ensure that they understand it and its rationale.
 - 2.1. by spending at least one class a term and more if necessary, reviewing the Code, its rationale and implementation with the students
3. To monitor behaviour of individuals and challenge any interference with learning in classes.
 - 3.1. by discussing with, and giving advice to, individuals about breaches of the Code as reported to you and challenging them to change their behaviour.
4. To apply sanctions as agreed when informed of breaches of the Code by members of your form so that students experience the consequences of their misbehaviour with the aim of modifying their behaviour in the future.
 - 4.1. to apply sanctions as you deem appropriate to achieve a change in behaviour for repeated breaches of the Code e.g. points on VShare, detention, extra work.
 - 4.2. to inform the student and parents if 5 points (or a multiple thereof) are received on VShare and when the resulting detention is to be carried out
 - 4.3. to include the number of commendations and detentions in the end of term reports
 - 4.4. to administer white report sheets

- 4.5. to inform Year Head, if appropriate, or when multiple detentions are received in one term.

Role of the Year Head (Level 3)

The Year Head has an important role in supporting the Form Teachers to uphold the Code in School, to advise and assist in dealing with students and parents.

It shall be the role of Year Head

1. To read and become familiar with the Code.
2. To support Class Teachers and Form Teachers in implementing the Code.
3. To support Form Teachers in changing the behaviour of individuals who are referred to them.
 - 2.1. by clarifying any difficulties that emerge in implementing the Code.
 - 3.1. by challenging individuals to change their behaviour.
 - 3.2. by organising an interview with parents as appropriate to set targets, agree sanctions, rewards etc.
 - 3.3. by using detention, pink report sheet, internal suspension etc as appropriate.

Role of the Deputy Principal (Level 4) and Principal (Level 5)

It shall be the role of the Deputy Principal and the Principal

1. To empower all members of the School community to uphold the Code.
 - 1.1. by facilitating staff training, familiarity with the Code and its operation in School.
2. To support Form Teachers and Year Head in changing the behaviour of individuals referred to them.
 - 2.1. by organising an interview with parents as appropriate
 - 2.2. by ensuring compliance with the Code.

Preventative Measures and Interventions

Prior to entry to the School all parents are circulated with a copy of the Code and are asked to read it and sign their agreement with the content in the school diary, thereby acknowledging their support and co-operation.

This will be facilitated by the following:

1. At the start of each school year the Form Teacher reminds students of their role and responsibilities in upholding the Code in the School.

2. Form Teachers inform students of the number of points, and the reasons for them, that they have received. They should also inform the student and their parent / guardian if the student receives enough points for a detention.
3. If a student is referred to his/her Form Teacher as being in breach of the Code he/she is asked to explain (orally or in writing) what rule he/she has breached, the effect of this on others in the School community and how he/she should act differently in the future. Only then is a sanction given.
4. Interviews/ phone calls with parents to help bring students to an understanding of the effects of breaking the Code will occur where necessary.
5. School rules are discussed as part of the Social Personal Health Education (SPHE) and Civic Social Political Education (CSPE) programmes where ideas such as respect and tolerance for others, the need for self-control, racism, bullying etc. are explored.
6. Students may choose to visit the Guidance Counsellor or be referred to the Guidance Counsellor by the Form Teacher or by parents, if appropriate.

Rewards

Examples of rewards for students include, but are not limited to:

1. Verbal reinforcement of good behaviour.
2. Positive comments from the Class Teacher to the Form Teacher.
3. Commendations are given for behaviours such as:
 - Civic spirit: act of kindness or helpfulness
 - Sustained consistent improvement in work
 - High achievement in curricular / co-curricular / extracurricular activity
 - Sustained improved behaviour and organisation
 - Other reason deemed applicable by a member of staff
4. Commendations are noted by the Form Teacher in the end of term reports.
5. Eligibility for effort prize at Prizegiving.
6. Parents are encouraged to recognise positive responses to positive behaviour.

Sanctions

Some or all of the following sanctions may be used so that students experience the consequences of inappropriate behaviour. They are scaled so as to take account of the nature of the incident and the situation leading up to the incident and are imposed by staff according to our ladder of referral. Most minor breaches will be tracked using the VSware behaviour system, which allows for reporting of low-level disruptive behaviour (such as uniform infringement, not having equipment in, not doing homework, or disrupting class). The Form Teacher monitors the points received by students in their form, and, if five points (or a multiple thereof) has been reached, the student and parents / guardians are informed, and the student must do a detention after school. Points will be reset to zero in January and June so that students start each calendar and academic year with a clean slate. Any detentions are noted by the Form Teacher in the end of term reports.

Minor breaches of the Code

1. Non-verbal correction e.g. eye contact.
2. Verbal correction / warning.
3. Negative points will be entered on the VSware behaviour system for the following:
 - Uniform infringement -1
 - Equipment not in class -1
 - Homework not in / finished -1
 - Minor disruption -1
 - Ongoing disruption -2
4. Note in School Diary or email to parent/guardian.
5. Moving the student within the classroom.
6. Internal exclusion from class activity.
7. Extra work to be done at home.
8. Extra work to be done at break/lunch time.
9. Talking to Form Teacher if breaches are repeated.

More serious / repeated breaches of the Code

1. After school detention for one hour if a student has accumulated 5 points (or a multiple thereof) on the VSware behaviour system.
2. Break time detention.
3. Phone call home by Form Teacher.
4. White report sheet. Form Teacher
5. Referral to Year Head.
6. Phone call / interview with parents.
7. Pink report sheet. Year Head
8. Green report sheet. Deputy Principal
9. After school detention (to be discussed as a possible option for serious breaches of the Code, failure to reach targets on green report etc.)
10. Disciplinary Committee – attended by, but subject to availability of, staff, Form Teacher as a support to the student and relevant Year Head. Meeting is chaired by the Deputy Principal or Assistant Principal in case of absence. The report of the Disciplinary hearing is given to the Principal. It is the Principal in consultation with the Disciplinary Committee who has the authority to decide on the sanction to be imposed.
11. In-house suspension.

Major breaches of the Code of Behaviour

In cases where normal disciplinary measures have failed to bring about a change in Behaviour or in the case of extremely serious single offences, the Principal decides what specific punishment will be imposed. This may include suspension of up to 5 days from School. (See Disciplinary Procedures involving Suspension or Expulsion for specific details). In the event of a suspension being imposed a meeting or a telephone conversation between the parents concerned and the Principal is arranged before the

student is allowed to return to School. In extreme circumstances, the student's case may be referred to the Board of Governors who must then consider whether or not he/she may remain in the School, having first considered reports from the Principal and having taken account of any views put forward by the student and/or his/her parents.

Involving the Gardai

Where allegations of criminal behaviour are made about a student, these will usually be referred to the Gardai who have a responsibility to investigate criminal matters.

Monitoring implementation

All members of staff will monitor the implementation of the Code. The full co-operation of parents/guardians is expected in the event of being contacted by the School on a disciplinary matter. Each student must do his/her best to observe the standards of Behaviour set out in the Code. A review of the Code is to be included on the agenda for Staff Meetings and Student Council Meetings at least once a year.

Success criteria


It is the aim of the Code that there is a positive learning atmosphere throughout the School in which students are free to learn and teachers are free to teach.

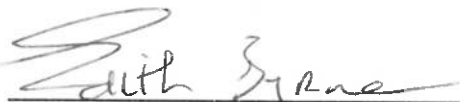
All members of the School understand the role they have to play in upholding the Code for the good of the whole community.

Review and evaluation

A full review of the Code and its implementation is to be undertaken at least once every three years.

August 2024

Signed:  Date: 20/8/24
Chairperson, Board of Governors.

Signed:  Date: 20/8/24
School Principal.