

# **Code of Behaviour of Sandford Park School**

## **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.

## **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. Complete all homework set, neatly and on time.
6. Never possess, use or consume alcohol or non-prescribed drugs (including tobacco) 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 during class time, in the dining hall, at assembly etc.
9. Refrain from the use of bad language.
10. Move quietly around the School in an orderly manner.
11. Comply with all requests made by those in authority and in particular by all staff, prefects etc.
12. Respect the School environment, for example, by not dropping litter, chewing gum or using 'Tippex' or any liquid eraser.
13. Comply with instructions as regards areas designated 'out of bounds' such as the pond and island, the fire escapes etc.
14. Not drive in the School grounds in a car or on a motor cycle without the specific permission of the Deputy Principal.
15. Treat all School equipment and property, their own property and the property of others with respect.

### **Comply with uniform requirements in that they will**

16. 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**

17. 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.)
18. 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

- |   |  |
|---|--|
| 1. To read and become familiar with the Code  | 1.1. by reading the Code carefully and listening as your Form Teacher explains it.   |
| 2. To respect the right of other students to learn  | 2.1. by arriving in class on time.<br>2.2. by arriving into class with the correct uniform, shirt tucked in, etc.<br>2.3. by standing quietly at your place so the class can start without delay.<br>2.4. by completing homework neatly and on time.<br>2.5. by bringing the correct books and equipment to class.<br>2.6. by not behaving <b>in any way</b> that interrupts the learning of other students e.g. chatting, distracting behaviour etc.  |
| 3. To respect the right of teachers to teach  | 3.1. by following the rules laid down by each teacher as regards class behaviour.<br>3.2. by not hindering the progress of the class in any way  |
| 4. To respect the right of others to enjoy School   | 4.1. by behaving with consideration for other members of the School community.<br>4.2. by playing a full role in ensuring that the School is a bully free school.  |
| 5. To treat with respect all School equipment, all personal equipment and the equipment of others | 5.1. by looking after games/science/music equipment and returning it carefully to the correct place after use.<br>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<br>5.3. by taking care not to pick up and remove the belongings of others<br>5.4. by not writing on desks, chairs or other School equipment<br>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.   |

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.

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.

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

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.

9.1. 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

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.

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.

8. To inform the School if your son/daughter is experiencing difficulties at School

9. To inform the School of any changing family circumstances

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 periodically

5.3. by discussing school with him/her and supporting him/her at sports matches, Student Enterprise Award, Young Scientist, debating etc.

6.1. as listed on the School calendar circulated at the start of each school year.

7.1. by reviewing with your son/daughter and signing the diary or report sheets when this is considered necessary

7.2. by attending meetings with the Form Teacher as requested.

8.1. by contacting the Form Teacher or the appropriate subject teacher to make an appointment. It is helpful to be aware that there are usually two sides to a story!

9.1. by informing the Form Teacher

## **Role of Class Teachers**

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 Class Teachers:

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 your room.

3.3. by ensuring that all students are informed about the sanctions.

3.4. by putting the sanctions into practice.

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.

5. To ensure that the exclusion of a student from class should be used sparingly where other sanctions have proved ineffective or in the case of a direct challenge to the teacher's authority.

6. To ensure the Code is upheld within the School and while engaging in extracurricular activities, sport, and School trips.

4.1. by filling out report slips as appropriate for major breaches of your code of conduct or repeated minor breaches which interfere with learning of others and passing them to the Form Teacher.

4.2. by talking to the Form Teacher about any particular concerns about individuals.

5.1. the student should be told to report to the office and a report of the incident made to the Form Teacher.

6.1. by becoming familiar with uniform rules and procedures and enforcing them while out of as well as in class.

6.2. by correcting all incidents of inappropriate behaviour

6.3. by being vigilant at all times about litter, damage to property, lack of consideration for others.

## **Role of Form Teacher**

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.

3. To monitor behaviour of individuals and challenge any interference with learning in classes.

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.

2.1. by spending at least one class a term and more if necessary reviewing the Code, its rationale and implementation with the students

3.1. by discussing with, and giving advice to, individuals about breaches of the Code as reported to you and challenging them to change their behaviour.

4.1. to apply sanctions as you deem appropriate to achieve a change in behaviour for repeated breaches of the Code e.g. break time, detention, extra work.

4.2. to inform parents, if appropriate, or when 3 report slips are received in one term.

- 4.3. to administer white report sheets
- 4.4. to inform Form Coordinators, if appropriate, or when 6 report slips are received in one term.

## **Role of the Junior/ TY/ Senior Form Coordinators**

The Junior / Transition Year / Senior, Form Coordinators have 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 Form Coordinators

- 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 and Principal**

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 Form Coordinators in changing the behaviour of individuals referred to them.
  - 2.1. by organising an interview with parents as appropriate
  - 2.2. by administering the green report sheet
  - 2.3. 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. 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.
3. Interviews/ phone calls with parents to help bring students to an understanding of the effects of breaking the Code will occur where necessary.
4. 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.
5. 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. Commendation slips.
4. A letter home from the Form Teacher acknowledging 3 or more commendations in one term.
5. A letter home from the Principal acknowledging 6 or more commendations in one term or in one year.
6. Eligibility for effort prize at Prizegiving.
7. Parents are encouraged to recognise positive responses to sanctions.

## **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.

### **Minor breaches of the Code**

1. Non-verbal correction e.g. eye contact.
2. Verbal correction.
3. Note in School Diary to parent/guardian.
4. Moving the student within the classroom.
5. Internal exclusion from class activity.
6. Extra work to be done at home.
7. Extra work to be done at break/lunch time.
8. Report slip to Form Teacher.
9. Talking to Form Teacher if breaches are repeated.

### **More serious / repeated breaches of the Code**

1. Phone call home by Form Teacher.
2. White report sheet.

3. Referral to Junior / Transition Year / Senior Form Coordinator.
4. Phone call / interview with parents.
5. Pink report sheet.
6. After school / break time detention.
7. Green report sheet.
8. Friday after school detention / Saturday (to be discussed as a possible option for serious breaches of the Code, failure to reach targets on green report etc.)
9. Disciplinary Committee – attended by, but subject to availability of, staff, Form Teacher as a support to the student and relevant Form Coordinator. Meeting is chaired by the Deputy Principal or Assistant Principal in case of absence.
10. 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.

### **Monitoring implementation**

All members of the 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.

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