

## **Mission Statement**

Coláiste Eoin strives to create a respectful, safe and caring educational environment. We foster effective teaching and learning in an inclusive community, where students and staff are encouraged to reach their full potential.

## **Key Principles**

Coláiste Eoin

- Is committed to providing a high standard of academic education
- Embraces innovative teaching methodologies and encourages continuing professional development
- Is an anti-bullying school
- Acknowledges and celebrates student achievement
- Encourages open communication between parents, staff and students.

# Promoting Positive Behaviour in Coláiste Eoin

Promoting positive behaviour is the main goal of Coláiste Eoin's Code of Behaviour. School management and staff actively foster a school ethos, policies and practices that help to promote positive behaviour and prevent inappropriate behaviour.

## Strategies to Affirm and Promote Positive Behaviour

A high standard of school management and classroom teaching will enable most students to behave in ways that support their own learning and development.

Teachers and other school staff in Coláiste Eoin use a range of strategies to promote positive behaviour at class and school level including:

- The setting and maintenance of clear expectations and rules
- Rule Reminders
- Modelling positive behaviour
- Noticing and affirming positive behaviour
- Encouraging self-assessment of students' own behaviour and learning
- The appointment of students to leadership roles including Sports Captain, Class Captain, Mentors.

## Relationships Between Students and Teachers

The quality of relationships between staff and students is one of the most powerful influences on student behaviour. Teachers in Coláiste Eoin take the time to get to know their students and build positive relationships with them, both in class and during extra - curricular activities. The following are some of the ways in which those relationships are built and strengthened:

- Greeting individual students
- Showing confidence in students
- Extra- curricular activities including horse riding, climbing and the *Sports and Cultural Activities* programme
- Breakfast club
- Lunchtime Activities
- Friendship Week
- Photos of events – displaying and celebrating
- Affirming and celebrating students' personal interests and achievements

- Newsletter
- Class Trips
- Seachtain na Gaeilge
- ‘Step Up’ programme
- End of term school activities
- Library activities and clubs
- An attitude of ‘the behaviour is the problem, not the person’ informs our work

## **Use of Rewards and Awards System**

Reward Systems in Coláiste Eoin may be part of an overall school or class strategy, or may form part of a planned intervention to help an individual student to manage their own behaviour.

Awards are accessible to all students; they encourage, promote and recognise effort, improvement, and high standards of achievement.

Students’ achievements, academic or otherwise, are recognised in many different ways. Examples of students’ work and achievements are displayed in the classrooms and around the school. Affirmation of positive behaviour and achievement is also done in the following ways:

- Positive comments in diary
- Positive comments at start of class
- Use of specific verbal praise
- Postcards / phone calls home
- JCSP Celebration and Graduation
- Leaving Cert Graduation
- Student of the Week / Month / Year awards
- Scholarships and Bursaries
- Awards for Attendance, Punctuality, Behaviour, Sports

## Expectations for All

Respect the safety of others

Show respect for ourselves, others, and the school

Do our best to work and learn

## Student Rules

I will:

Attend school every day

Be on time for school and class

Wear full uniform

Have my diary, books and equipment for class

Do the best work I can do, in class and with homework

Follow all school rules and routines in the school e.g. mobile phones, internet use

Follow the classroom rules as explained by school staff

## **Responding to Inappropriate Behaviour**

Most students behave appropriately with the help of clear, consistent rules and routines. The subject teacher will deal with low to medium incidents of misbehaviour through classroom management strategies.

Some students need more active intervention or support to help them manage their behaviour.

This may involve:

- Referral to pastoral care team, special education needs coordinator, or Behaviour for Learning teacher
- Referral to counsellor, psychologist
- Referral to external support services
- Behaviour support targets and/or contracts

Sanctions are also a response to help students change behaviour. They are necessary to show disapproval of, and to discourage, unacceptable behaviour.

**Sanctions should be proportionate to the nature and seriousness of the behaviour. Certain factors will be considered such as:**

- **The frequency, duration and persistence of the behaviour**
- **Whether it is part of an escalating pattern of poor behaviour**
- **The context of the behaviour, including a student's personal circumstances**

## **LADDER OF REFERRAL**

### **Low to Medium Level Misbehaviour**

- Eating /drinking /chewing gum
- Disrupting or delaying Teaching and Learning e.g. making noise, talking out of turn
- Slagging
- Breach of phone/ device rule
- Throwing object
- Bullying
- Ignoring or defying teacher
- Homework not done
- Poor effort at classwork
- Missing equipment
- Late for class
- Rudeness
- Bad language
- Interfering with property
- Poor corridor behaviour

Subject  
Teacher

### **Responses to Low Level Misbehaviour**

- Verbal correction or warning
- Move to another seat
- Take Diary
- Note in Diary
- Talk to student outside class time
- Detention by Teacher
- Additional written work
- Confiscate phone/ electronic device
- Complete Bullying incident form
- Phone call to parent/carer (in consultation with the Class Teacher)
- Consult Class Teacher
- Student repairs/cleans damage

### Medium Level Misbehaviour

- Persistent:
  - low level misbehaviour
  - failure to have equipment
  - lateness
  - Poor effort at homework, and/or classwork
- Bullying
- Mitching
- Smoking
- Damage to property

**Class  
Teacher**

### Responses to Medium Level Misbehaviour

- Keep parents/ carers informed through Diary
- Talk to individual, class group
- Phone call or letter to parent / carer
- Detention
- Writing of Rules / extra school work
- Refer to YH, BfL, HSCL
- Student repairs/cleans damage

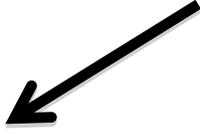
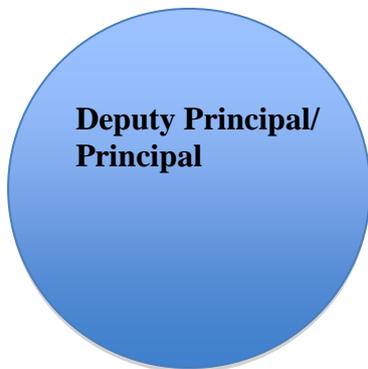
**Medium to High Level of Misbehaviour**

- Persistent failure to follow Class teacher's direction and/or sanction
- Fighting
- Throwing object
- Incitement of violence
- Bullying
- Smoking
- Persistent or severe verbal abuse of student
- Malicious damage of school, staff or student's property

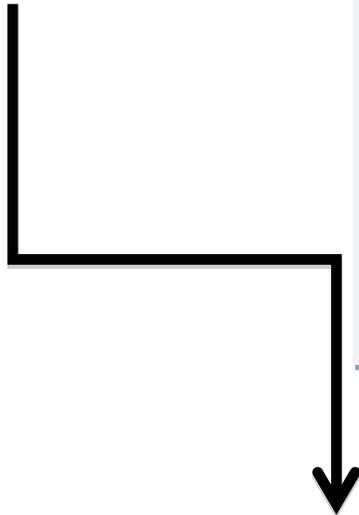
**Year Head**

**Responses to Medium to High Level of Misbehaviour**

- Removal from class trip or extra-curricular activity
- Detention
- Phone call or letter to parent / carer
- Meeting with student and relevant teacher
- Referral to D. Principal, Principal and possible suspension(see Suspensions section of Code)
- Meeting with student, parent/carers, D. Principal and / or Principal.
- Referral to Care Team/Guidance C,/ BfL teacher, in consultation with the Class Teacher
- Payment for repairs



- High Level Misbehaviour**
- Physical assault on staff member
  - Serious and aggressively threatening behaviour
  - Smoking in school buildings or grounds
  - Refusal to hand up Diary
  - Offensive language towards staff
  - Throwing object at staff member
  - Bullying
  - Theft
  - Refusal to hand up mobile phone or other electronic equipment
  - Arriving in school under the influence of alcohol or illegal substances
  - Possession of alcohol or illegal substances
  - Possession of a weapon
  - Distribution of illegal substance
  - Sexual harassment towards staff and students
  - Verbal threats towards staff members and their property
  - Setting off Fire Alarm
  - Malicious damage
  - Referral from YH for ongoing challenging behaviour



- Responses to High Level Misbehaviour**
- Meeting with student and relevant teacher
  - Meet with parent(s)
  - Referral to outside agencies
  - Referral to Board of Management
  - Suspension
  - Expulsion
  - Involvement of Garda