

Code of Behaviour Cabra Community College

Mission Statement

The mission of Cabra Community College is to enable the provision of quality education, anchored in a warm safe secure stimulating learning environment, inclusive of all and conducive to the purposeful use of time and successful learning.

Value Judgements

Cabra Community College strives to educate by infusing in our students a set of values that will serve them well in coping with life in its opportunities and its challenges. Our values are built on a moral code that informs our conscience and guides our behaviour.

These values are

1. A safe, healthy orderly, learning environment for all in an atmosphere of mutual respect and dignity
2. A warm welcoming space comfortable and conducive to the purposeful use of time and the pursuit of excellence in all learning endeavours – Academic, Artistic, Sporting, Practical and Technological.
3. The acquisition of essential life skills by our students necessary to live fulfilling lives and contribute to society. These are:
 - (a) Learning to get along with people, learning to look after each other , learning to resolve conflict and difficulties in a non-aggressive way with fair and just outcomes
 - (b) To be able to act responsibly and to take responsibility to make well balanced decisions
 - (c) To develop healthy lifestyles by encouraging involvement in a variety of activities that will enhance personal well- being and promote a positive attitude and outlook in life.
 - (d) The integrity of school life and confidential issues at school to protect and preserve by appropriate and responsible usage of social media.

From these value judgements we set our standards. These standards then guide our Code of Behaviour.

A whole School Approach

The Code of Behaviour describes the school's expectations about how each member of the school community (students, staff and parents) will help to make the school a good place for teaching and learning.

The Code also describes how the school will respond to behaviour that interrupts, diminishes or prevents teaching and learning in the school. An effective Code makes clear that an orderly, harmonious school requires students to behave in accordance with that Code.

Boards of Management, Principals, teachers, other school staff, parents and students have responsibilities at different levels for behaviour in the school.

A whole-school approach requires the school to provide opportunities and support for these groups to understand and live up to these responsibilities. This means, for example, that parents have opportunities to learn how their commitment to, and their relationship with, the school can impact on behaviour and learning. Students learn how their behaviour and learning, the learning of other students, and the wellbeing of staff, are linked together.

Building relationships with parents

Parental understanding and support for the implementation of the Code of Behaviour will be

Strengthened through activities such as:

- Cabra Community College holding an introductory meeting for parents / guardians of new students each year, dealing specifically with the Code and school standards, expectations for students and the role of parents in helping students to meet the standards
- Encouraging parents / guardians to share information about anything that might affect their sons / daughters behaviour in school, by making an appointment with the sons / daughters Caomhnóir
- Parents and students agreeing to abide by the rules on re-enrolment each year. (A copy of the Code of Behaviour is available in the school reception, on the school website or in the students' school diary)
- Teachers communicating with parents using the diary system, all notes from teachers and Caomhnóir need to be signed by parents or guardians each week to indicate note was received and please also see point 8 of Consequences of Misbehaviour. The Code has an early warning system to alert parents to concerns about a student's behaviour, so that ways of helping the student can be discussed and agreed
- Parents communicating any concerns they may have about a student by making an appointment at the school reception to speak to the students Caomhnóir , Deputy Principal or Principal in order to explore ways of helping the student.
- The establishment of a Parents Association in 2014/2015 will provide opportunities to provide information / talks or workshops on behavioural matters and aspects of child and adolescent development.
- Involving parents in reviewing and planning school policies regularly, as part of school development planning Process

What to do if you have a problem

If you have a problem you have the right to discuss it or make a complaint, Cabra Community College and the CDETB have a complaints procedure in place. Details of this procedure can be found in the main reception.

Aggressive verbal abuse or aggressive physical behaviour from parents / guardians towards members of staff will not be tolerated. The College Committee and Principal have a duty of care to protect their Staff under the Health Safety & Welfare at Work Act 2005. Failure to comply with this request may result in an individual being asked to leave the premises.

Notification of a child's absence from school

It is very important to let the school know of your child's absence for any reason.

Every child aged between 6 and 16 must receive an education. That is the law.

If you are a parent or guardian of a child aged between 6 and 16 you have a special role to play in ensuring that your child doesn't miss out on his or her education. The National Educational Welfare Board was set up under the Education (Welfare) Act 2000.

Your child has a right to an education.

A good education, combined with loving care and encouragement, will give your child a great start in life.

A good education means your child will be more likely to:

- learn more
- develop their skills and talents
- make and keep friends
- have more confidence
- do better at exams
- be happy in life
- be employed
- get a higher earning job when they start working
- avoid getting involved in crime
- be happy in life.

What you must do if your child cannot be at school

Parents must write notes of absence in the Letter of Absence Section of the diary, giving detailed information to the school about the reasons for absence. Students should show this note to the Caomhnóir who will sign it to indicate note of absence received.

Very often, there will be good reasons for a child not being in school and these will be taken into account if they are explained to the school.

What the school must do if your child misses a lot of school

Cabra Community College has a text messaging service to alert parents of any absences, on the day of absence. The school must tell, the National Child and Family Agency (TUSLA), if your child has missed 20 days or more in the school year or if it is concerned that your child is missing too much school. If a school tells, TUSLA, your child is missing too much school; an Educational Welfare Officer

(EWO) may visit you to see how they can help to make sure that your child attends school more often.

Regular attendance at school contributes to a good environment for teaching and learning.

Cabra Community College Code of Behaviour

A student is expected to

1. Show respect to all members of the school community at all times. This is achieved by being good mannered, cooperative, helpful, and kind to each other.
2. To come to school regularly and on time for each timetabled class and to attend all classes assigned on the timetable.
3. To wear full uniform and carry all books and class equipment in an appropriate bag for safe keeping
4. To do ones best in learning ensuring success by making purposeful use of time in school and to complete assigned homework diligently and on time.
5. To be responsible for his /her own work and behaviour and to consider the impact of our actions on others and the school environment.
6. To partake in and contribute to activities that enhance personal wellbeing and promote positive benefits to the school community.
7. To use technology and social media in a responsible and appropriate way that preserves the integrity of school life and pays attention to confidentiality within certain school issues.
8. The school reserves the right to prohibit the use of communication technologies that might inhibit the school mission of ensuring a quality education.
9. All students are expected to respect and comply with the government no smoking ban in school buildings, grounds and vicinity.
10. The taking, possession or distribution of any illegal substance is a serious breach of the Code of Behaviour

Our Code of Behaviour translates into and underpins our classroom rules (See Also Appendix 1)

Inside the classroom the teacher is the leader of learning and will order and run the class to suit the needs of every student in a class of many. To do this consistently, clear and unambiguous rules must apply:

Classroom Rules

Students must:

1. Attend on time
2. Attend every class assigned on the timetable
3. Enter the classroom only when directed by the teacher
4. Sit in a seat assigned by the teacher

5. Follow instructions given by the teacher, treating teacher and all members of staff with respect and courtesy at all times.
6. A student is expected to make the best effort during class to gain the full benefit from the lesson taught
7. Use homework journal to note lesson taught and homework given. All homework must be properly learned and presented
8. Students must raise a hand to request permission to ask a question or make a comment etc. Bad language or inappropriate comments will not be allowed
9. Any behaviour that distracts, disrupts or undermines the work of the class will not be allowed.
10. Students must take personal responsibility for their actions and consider the impact on others in the class of many.
11. Mobile phones, iPads, iPods or MP3 players or any electronic equipment must be switched off and out of sight in students' school bag. Electronic equipment will be provided by the school for curriculum use.
12. A student must pay particular attention to safety considerations when using tools, equipment, machinery etc. in the practical subject classrooms.
13. Classrooms and classroom property and equipment must be treated with care and respect.
14. Students should inform the teacher of any damage or faulty equipment in the classroom.

Implementing the rules and dealing with unsatisfactory behaviour

Rules describe the behaviours we want to see. The putting into action of the rules involves the learning of discipline. Discipline is training in the orderly way of life of the school so we teach good behaviour and we correct bad behaviour. Good behaviour –following the rules and staying within the boundaries. This Code of Conduct works in conjunction with the Colleges Anti-bullying policy and The Colleges Substance Use Policy. School Rules at Cabra Community College also apply while on school outings, sporting events and trips.

Rewarding good behaviour

At Cabra Community college we reward good behaviour by

- Verbal Praise
- Note in the Diary
- Annual and Monthly Awards
- Class Trips and Activities
- Good notes/postcards home to parents/guardian.
- A letter from the Principal commenting on achievements, sent to student and parent/guardian

Consequences of misbehaviour

The teacher uses class behaviour tracking sheet following progression 1, 2,3,4,5 see appendix 2.

1. Quiet word – reminder of the rules
2. Students name is written on sheet , teacher rings number 2 and warning one given

3. Teacher rings number 3 – Warning two given and teacher seeks explanation for bad behaviour
4. Teacher rings number 4 –speaks to student outside the classroom door and warning three given
5. Teacher rings number 5 – fills out yellow referral sheet sends student to Ms O’ Reilly Deputy Principal / Mr Sweeney Assistant Principal – Appendix 3
6. Deputy Principal will reconnect with class teacher and report the outcome of the referral
7. Deputy Principal will report referral and outcome to tutor
8. Appropriate sanctions imposed may include
 - (a) Reflection sheet on misbehaviour and placed on a conduct card for five working days – Appendix 4
 - (b) School Service with parents’ permission*
 - (c) Detention after school
 - (d) Request a visit from parent
 - (e) Students may also be referred to the schools Care Team

NB In case of serious misbehaviour by pass steps 1,2,3,4, and go straight to 5-7 immediate involvement with the Deputy Principal / Principal and Parents. Consequences may result in

- (a) Suspension
- (b) Involvement of BOM
- (c) Which could lead to expulsion

Please note that aggressive physical behaviour or aggressive foul language towards any member of staff will constitute serious misbehaviour and may result in suspension.

Procedure in Relation to Suspension

For all suspensions, the parent, student, or student him/herself if over 18, will be given a letter outlining;

- The reason for Suspension.
- The period of Suspension.
- An invitation to contact the Deputy Principal / Principal to discuss the Suspension.

Suspension should allow the student and his or her parents/guardian to reflect on the behaviour that led to the suspension and to engage jointly with the issues.

Forms of Suspension

The number of days Suspension will relate to the seriousness of the incident and/or the students record of behaviour.

Suspension of a student under 16 years of age for a period of more than 6 days

The Education Welfare Officer will be informed in writing

Suspension of a student beyond 20 days (cumulative) in any school year

A proposal to suspend a student beyond days (cumulative) in any school year is a formal procedure and is regulated by the City of Dublin ETB as follows:

1. The Principal prepares a report, a copy of which is sent to the parents of the students.
2. A meeting of the School Sub-Committee is called to hear the proposal. Parents/guardians of the student are invited to attend this meeting.
3. The Sub-Committee makes a decision and informs the relevant parties of its recommendations.
4. The recommendations of the Sub-Committee are forwarded to the CDET B for approval.
5. The parents/guardians can appeal the recommendations to the CDET B.
6. The CEO determines whether to admit an appeal.
7. The CDET B then hears the appeal if admitted.
8. The CDET B informs the relevant parties of its decision; this decision is open to appeal to the Department of Education and Skills

Permanent Exclusion of a Student

A proposal to exclude a student permanently from a school is an extremely serious matter. It is a formal procedure and follows the same format as that for suspension outlined above.

Electronic Equipment / Mobile Phones etc.

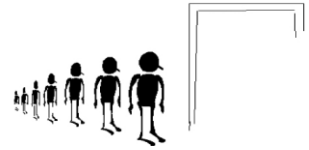
- If your phone iPod or other electronic equipment can be seen or heard by staff or other students you will be asked to put it into the box on the teacher's desk for the duration of the class, the equipment will be returned to you at the end of the class.
- If your phone, iPod other electronic equipment can be seen or heard by staff or other students on the corridor you'll be asked to switch it off and put it in your bag.
- If you choose not to cooperate your refusal will be regarded as a serious breach of school discipline it will be recorded in your diary and the teacher's records.
- Your Caomhnóir will be notified and in turn notify the Deputy Principal or Principal of your refusal may mean suspension and your parents will be contacted.

*School service means light work such as litter picking, tidying and improving the school building etc. on students own time.

Appendix 1.

Attending Class Guide Lines

1. Stand outside the classroom quietly and wait until the teacher arrives.



2. Enter the classroom quietly and go to your seat.



3. Take out your journal, books, copies, pencil case and other materials you need for class. Be Prepared!



4. Roll Call



5. The Learning Objective for this class is



6. During class always remember – One Voice, Hands Up.



7. HW – Written Into Journal



8. Review of what we learned in class today.



Appendix 4.

RESPONSIBLE BEHAVIOUR AND SELF DISCIPLINE REFLECTION SHEET

STUDENT NAME: _____ CLASS: ____ DATE: _____

1. WHAT DID YOU DO?

2. DID IT HELP YOU? EXPLAIN:

3. DID IT AFFECT OTHERS? _____

4. WHO? _____ WHO ELSE? _____

EXPLAIN

5. WHAT COULD YOU HAVE DONE DIFFERENTLY?

6. CAN YOU MAKE A PLAN? EXPLAIN

7. WHO CAN HELP YOU CARRY OUT YOUR PLAN? _____

8. WILL YOU CARRY OUT THE PLAN? _____ EXPLAIN HOW:

9. DID YOU DO WHAT YOU SAID YOU WOULD DO? EXPLAIN

Signed: _____ (Student) Signed: _____ (Teacher)

Appendix 5 – Process

Code of conduct Committee ongoing meetings from May 2013 –January 2014

Discussed with Staff on 19th March 2014

Discussed with the Mainstream Student Council on the 27th March 2014

Discussed at a staff meeting 14th May 2014

Parents to be invited to comment on the document week 12th to 16th May 2014

Discussed and the College Committee Meeting 5th June 2014 and recommended to be sent to the City of Dublin Education & Training Board for Approval.