St. Paul's Secondary School

OUGHTERARD, CO. GALWAY H91 PT86

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CODE OF BEHAVIOUR

St. Paul's Secondary School, Oughterard, Co. Galway

The code of behaviour of a school helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The code of behaviour helps teachers, other members of staff, students, and parents to work together for a happy, effective and safe school.
The code expresses the vision, mission and values of the school and the core values of its trustees – Ceist.
The core values of Ceist are intended to support and nourish the lives of the people who are at the heart of our schools – students, staff and parents. These are the members of the school; their rights must be respected and their responsibilities should be performed in a manner which promotes the spiritual development of each person, achieves quality in teaching and learning, shows respect for every person, creates a sense of community and is founded on compassion and justice. The code is a key tool in living out these values.

Here in St. Paul's we acknowledge difference and diversity within the school community. The Equal Status Acts (2000 to 2012), and the nine grounds identified therein, provide a useful and relevant framework. The school acknowledges the right of each member of the school community to enjoy school in a secure environment. The school acknowledges the uniqueness of each individual and his/her worth as a human being.

Where does the code apply?

The school code of behaviour applies in any situation where the student is the responsibility of the school e.g. in class, on corridors, at recreation, on school tours, at school games, extra-curricular activities and at school functions.
It can apply outside of school time when the impact of the particular behaviour is felt in school and when the wellbeing of members of the school community is compromised.

Roles of the various stakeholders:

Parents

Parents are expected to model the standards of behaviour that students are asked to respect and uphold. Parents need to familiarise themselves with the standards and to understand the importance of expecting students to behave according to these standards. Furthermore, the way in which parents and teachers interact should provide students with a model of good working relationships.

Teachers/other adults in the school

Teachers and other adults in the school have a responsibility to model the school's standards of behaviour in their dealings with the students and each other. Adults' example is a powerful source of learning for students.
The class teacher will deal with routine incidents of misbehaviour through classroom management strategies. The teacher may refer the student to the year head as part of a planned intervention. The year head may refer the student to the guidance Counsellor/Deputy Principal/Principal. Members of staff may also support the classroom teacher by analysing possible reasons for a student's poor behaviour and/or by devising possible ways of changing the behaviour. Teachers are obliged to impose sanctions and implement the code of behaviour.

Students

- Follow the code of behaviour.
- Keep the school rules.

Tutors (when allocated)

- Refer concerns to Year Head – e.g. academic progress, attendance, uniform.
- Positive affirmation of class.
- Encourage and motivate class.
- Listen, be sensitive, empathetic, talk to class.
- Be a communication link.
- Give out notices, etc.

Management (Year Heads, Deputy Principal and Principal)

- Provide support for teachers in addressing behaviour issues.
- Meet with students/parents to address behaviour issues.
- Impose sanctions and implement code of behaviour.

Procedures for Raising Concerns

A teacher can raise concerns by referring the student to the year head. The year head may contact parents/guardians, or may refer the student to the Guidance Counsellor/Deputy Principal/Principal. The Principal should be kept informed of all such concerns and will deal directly with concerns if appropriate. The Principal is the Designated Liaison Person who deals with any concerns re child abuse. The Deputy Principal is the Deputy Designated Liaison Person and will deal with such concerns in the absence of the Principal.
Parents may contact the Year Head / Principal as appropriate at any time and arrange a meeting, if needed, to raise a concern about their son/daughter.

Promoting Positive Behaviour

Promoting positive behaviour is the main goal of the code. A positive climate is promoted in the school as follows:

- Greeting students.
- Providing leadership opportunities for students e.g. the Students' Council
- Supporting students at events outside the classroom.
- Having a "buddy system" for new students
- Sending a "get well" card if a student is ill.
- Being aware of any problems a student may have outside the class.
- Acknowledging success.
- Good Behaviour/progress/effort can be acknowledged as follows:
- Verbal praise from teacher.
- Positive written comment in homework journal.
- Display of work.
- End of Year Awards.
- Affirmation announcement at assembly or on the intercom.
- Positive comment to the year head.

Signed

Dated 18-03-2021

THE NINE PROTECTED GROUNDS OF THE EQUAL STATUS ACTS

PROTECTED GROUND:	DEFINITION AND EXAMPLES:
Gender:	Being male, female and transgender.
Civil (marital) status:	People who are single, married, civil partnered, widowed or divorced.
Family Status:	A person who is the parent/guardian or a person Acting in loco parentis of a young person under 18 years, a full-time carer or a pregnant woman.
Sexual Orientation:	A person who is heterosexual, homosexual or bisexual.
Religion:	A person with religious beliefs or none, e.g. Buddhist, Catholic, Jew, Muslim, Protestant, Humanist, Atheist.
Age:	Everybody over 18 years.
Disability:	The Act broadly defines the term 'disability'. It covers a wide range of impairments and illnesses. It covers all physical, sensory and intellectual disabilities.
Race:	A person's colour, nationality, ethnic or national origins.
Membership of the Traveller Community:	People who are commonly called Travellers, who are identified by both Travellers and others as people with a shared history culture and traditions, identified historically as having a nomadic way of life on the island of Ireland.