

## Libermann Spiritan School, Templeogue

### Code of Relationships, Respect, and Behaviour

This school code (2022/2023) reflects the Libermann Spiritan School, Templeogue (LSST) mission to promote excellence in the experience of special education. Our Code of Relationships, Respect, and Behaviour, prioritises our emphasis on positive relationships, respect for all members of the school community, and standards of behaviour that nurture a caring and comfortable environment in which our students can thrive. Our objective is to foster a strong sense of belief in each student's strengths and abilities; to encourage a keen experience of ownership and belonging to the school community for each child; and to support them to reach and realise their social and educational potential.

The school actively seeks to promote an ethos which is safe, welcoming, understanding, tolerant, caring and which acknowledges the inherent value, respect, and dignity of each person. A code of relationships, respect and behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a disruption free environment.

#### Rationale - Why devise it?

It is a requirement under DES (Department of Education and Skills) Circular 20/90 on School Discipline.

It is a requirement under the Education Welfare Act 2000, Section 23 (1). It is part of our planning for a new school and will be revised once we have a cohort of parents/guardians, students, and staff to collaborate and consult on future policy development.

LSST provides the highest quality of learning, teaching, and care of students under our instruction. In partnership with the parents/guardians, families and staff working with our students, we seek to provide individual, intellectual, emotional, social, physical, and spiritual development.

The dignity of every child is maintained, and we believe that each child is entitled to an education provision, regardless of individual levels of attainment and functioning. While enabling every student to develop their potential to the full, we also want our students to be happy in school and to enjoy their time at LSST.

The Code of Relationships, Respect and Behaviour Policy will help to foster harmonious relationships and co-operation among staff, parents/guardians, and students.

#### Aims of the Code

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both appropriate and inappropriate behaviour
- To foster a sense of responsibility and emotional regulation for students and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment

- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy
- To provide guidance for students, teachers, and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To allow the school to function in an orderly and harmonious way.
- To create an atmosphere of respect, tolerance, and consideration for others.
- To ensure the safety and well-being of all members of the school community.
- To assist all members of the school community to understand the systems and procedures that form part of the Code of Relationships, Respect and Behaviour and to seek their co-operation in the application of these procedures.

### **Implementation**

Every member of the school community has a role to play in the implementation of this Code. Rules will be kept to a minimum and will be applied in a fair and consistent manner, with due regard to the age of the students and to their individual differences. Where difficulties arise, parents will be contacted at an early stage.

### **Before/After School**

Parents are reminded that the school does not accept responsibility for students before the official opening time of 9.20 am or after the official closing time of 3 pm. Parents are asked to provide a written note for the class teacher/tutor to explain if a student is going on a play date with another student or if there is a different arrangement for going home. If we do not receive written confirmation of a change to the usual home time routine, we will send the student home on minibus or public transport if that is the norm.

### **Unitary Management/Board of Management's Responsibilities**

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

### **Principal's Responsibilities**

- Promote a positive climate in the school.
- Ensure that the Code of Relationships, Respect, and Behaviour is implemented in a fair and consistent manner
- Arrange for review of the Code, as required.

### **Classroom Staff Responsibilities**

- Support and implement the school's code of behaviour
- Create a safe working environment for each student
- Explain class rules to students
- Prepare schoolwork and correct work completed by students
- Recognise and provide for individual talents and differences among students

- Be courteous, consistent, and fair to both fellow staff and students.
- Deal appropriately with minor problem behaviour
- Keep a record of instances of serious challenging behaviour or repeated instances of problem behaviour
- Provide support for colleagues
- Communicate with parents when necessary and provide reports on matters of mutual concern.
- All staff will undertake training prior to the opening of the school for students in Therapeutic Crisis Intervention and will implement this approach in their support of students' emotional regulation, respectful behaviour, and experience of holistic care in the school environment.
- Where necessary, support plans specific to supporting a student's positive communication through behaviour will be implemented.
- All staff will adhere to the positive ethos of the school, to maintain a positive learning environment.

### **Parents'/Guardians' Responsibilities**

- Ensure that children attend regularly and punctually.
- Take an interest in, support and encourage their children's schoolwork.
- Accepting an offer of a school place in LSST requires that parents/guardians have read and agree to the 'code of relationships, respect and behaviour' and support its implementation
- Co-operate with the class staff in instances where their child's behaviour is causing difficulties for themselves and others
- Communicate with the school in relation to any problems which may affect their child's progress/behaviour
- Become familiar with the behaviour support strategies and learning goals necessary to support their child and ensure success and generalisation outside of the school environment
- Be courteous towards students and staff
- Keep to scheduled appointment times
- Protect the confidentiality of students and staff
- Make an appointment in advance to meet with a Teacher/ Principal/Deputy Principal
- Supervise their children on school premises when collecting other students or visiting the school
- Label their child's property.

### **In the event of a grievance with policy or procedure, the following process applies:**

- in the first instance, raise the issue with the relevant teacher
- if no resolution is found, consult with the principal or deputy principal
- if there is still no satisfactory outcome, contact the Board of Management
- if the situation remains unresolved a parent can contact the Department of Education regarding the issue

## Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their relationships with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote, through example, honesty and courtesy
- Provide a caring environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability, and disability.
- Show appreciation of the efforts and contribution of all those in the school community.

## Student School Rules (for classroom / practical subject areas/outdoor play areas / travelling to and from school)

1. Be on time – school begins at 9.20 a.m. and finishes at 3 pm, Monday to Friday
2. Be prepared – ensure you have materials needed as per your timetable. This may include:
  - 2.1 Classroom needs (including schoolbag, stationery, books, pencil case)
  - 2.2 Lunch, snack if needed, a drink in secure reusable bottle or plastic bottle of water. No fizzy drinks or cans allowed
3. When your teacher gives you homework, complete it for the required time and have it signed by parent/guardian
4. Be kind and respectful towards all staff and students
5. Mobile phones, I-Pads, and any other electronic devices should be always kept safely in schoolbags during school hours unless a class activity allows the use of an iPad which will be indicated in advance
6. Smoking and vaping is forbidden, both in school, on school transport, on school grounds, and on school outings
7. The school uniform is a white polo shirt with school crest (when available) and navy track suit bottoms for students aged 12 – 18 ages, and maroon/wine coloured track suit bottoms for primary school aged students (4 – 11)
8. Chewing gum is not allowed anywhere on the school premises including school buses
9. We have a strict policy of ‘kind hands, feet, and words’ in all communication and behaviour in our school.

## Serious Offences (the need to send students to the principal)

- Leaving class or school property without permission – refusing to return when requested by a member of staff
- Persistent abusive/violent language directed towards student or staff member
- Persistent refusal to take instruction
- Bullying to the point where another student or staff member is upset or frightened (in or out of school)

- Hitting out, biting, scratching, or throwing objects at another student or staff member, and not responding to immediate correction
- Stealing, damaging property
- Abuse of drugs or other substances
- Harassment by word, action, or gesture
- Carrying of a weapon or any item which could be perceived as a weapon
- Persistent truancy

Serious Offences will result in follow up with parents/guardians which may include one of the following depending on the gravity or repetition of behaviour:

- + I. Letter to parents / guardians
- + II. Phone call to parents / guardians
- + III. Exclusion from school for a fixed period of 1, 2 or 3 days depending on the gravity of the offence\*
- + IV. Persistent or continued serious offence may result in loss of place in school. Should the offences be of an aggressive or violent nature that cause harm to any other student or staff member, the student will lose a place in our school out of respect for the health and safety of our school community.

\*Upon returning to school a parent / guardian must accompany the student to attend a meeting in Libermann Spiritan School, Templeogue with the Principal/Deputy Principal, and class tutor.

All school staff will take part in professional training on the use of Therapeutic Crisis Intervention for Schools (TCIS). This approach will inform further iterations of this Code of Relationships, Respect, and Behaviour in collaboration with staff, students, and parents.

This approach emerged from Cornell University and further information with specific reference to schools can be read on their website

[https://rccp.cornell.edu/TCI\\_LevelOne.html](https://rccp.cornell.edu/TCI_LevelOne.html).

### **Therapeutic Crisis Intervention for Schools (TCIS)**

Helps schools to:

- Create a trauma-sensitive environment where students and adults **are** safe and **feel** safe
- Pro-actively prevent and/or deescalate potential crisis situations with students
- Manage a crisis in a therapeutic manner, and, if necessary, intervene physically in a manner that reduces the risk of harm to students and staff. Any use of physical intervention will be in cases of crisis prevention or safety of children and staff, and will not involve the use of any restraints. Staff will be trained in the manner of how to safely hold a child to keep them from hurting themselves or others.
- Process the crisis event with students to help improve their coping strategies

## Summary

In devising this Code, consideration has been given to the needs and circumstances of this school. The community that is, Libermann Spiritan School, Templeogue (LSST), respects and recognises the individuality of each child and his/her right to education in a safe and comfortable learning environment.

LSST also actively works to recognise the effects and presentation of communication difficulties, and trauma in children. This is considered in all interactions with our students. Behaviours that present as challenging, are treated in the first instance as distressed behaviour and all school staff are trained to recognise this and to be aware of behaviour as communication when working with our students. Behaviours that challenge others can be an indication of emotional dis-regulation or distress.

It is school policy to focus on and encourage:

- Respect; kindness; care for students and staff; evidence of good effort in attitude and school activity; as well as positive behaviour and communication with others.

Every effort will be made by each member of staff to adopt a positive approach in the school. Positive techniques of motivation and encouragement are utilised by teachers and SNAs. All school staff will contribute to this process and engage in whole school practice and training in this regard.

We encourage a strong sense of community within our school, and a high level of co-operation between staff, students, and parents/guardians, which fosters positive behaviour.

School rules are kept to a minimum and clearly stated. Teachers and SNAs will create an agreed charter of classroom behaviour with their students for every class grouping.

To motivate and encourage progress, all efforts will be made to match the curriculum to the abilities, aptitudes, and interests of each student.

Active Participation by Parents/Guardian is valued and encouraged.

The overall responsibility for the maintenance of discipline within the school rests with the Principal. Every teacher has responsibility for the maintenance of discipline within their classroom, while sharing common responsibility for good order within school premises. Teachers keep a written record of all instances of serious, challenging, and distressed behaviour as well as a record of improvement/improved behaviours as well as school-identified 'valuable and positive' acts of behaviour. This record will be on file in a teacher's room or recorded on the school database (not chosen yet at time of writing). Parents/guardians will have access to records of positive behaviour, areas for improvement and challenging/distressed behaviours.

Signed:



Name: JOHN WALSH

Role: Chairperson of BoM

Date: 20<sup>th</sup> December 2022

Signed:



Name: PAULA FLYNN

Role: School Principal

Date: 20<sup>th</sup> December 2022