



Headfort School

Behaviour Expectations

Framework

Contents

1. Introduction
2. Core Values
3. Guiding Principles
4. Expectations
5. Rights and Responsibilities
6. Reinforcing Expectations
7. Wellbeing at the centre
8. Quick Reference Guide
9. The Tier System
10. Restorative Sessions
11. Headfort School Anti-Bullying Approach

Introduction

The Headfort School Behaviour Expectations Framework reflects our core values and is the unifying document for our entire community. We believe strongly in our shared values and in striving to be respectful, safe, kind, curious and courageous, so that together we can travel the Headfort Journey.

This framework, in association with established school policies, indicates what the School and its students can expect from each other. The School is determined to maintain its reputation as a leading co-educational, day and boarding preparatory school, to provide the highest quality teachers, inspire students to reach personal excellence and nurture in our students the skills and passions to impact the world.



Our Core Values

As a community, we are centred around learning, this lies at the nucleus of our endeavour. Yet we do not see learning as the domain solely of the classroom. At Headfort we see learning as understanding self, expressing our unique identity, seeing ourselves in others, and speaking from a place of informed opinion. To learn in such an environment, it is imperative that we provide a secure and safe atmosphere for all members of our community, where high quality teaching and powerful learning can take place.

A Headfort Student is renowned for their strength of character, for the confidence of self, and to continue to create such good people, we are committed to the following core values.

The Headfort Community is:

Respectful

Respect for individuals, shared purpose, and our surroundings is the foundation of our community.

Safe

we embrace and celebrate each person's individuality, cultivating a space where everyone feels free, valued, and included.

Kind

with empathy and care, we uphold a shared responsibility for the resilience and unity of our community.

Curious

curiosity is at the heart of our school, where asking questions, exploring ideas, and challenging perspectives are actively encouraged.

Courageous

we are encouraged to brave in our learning, bold in our play, and fearless in our thinking.

Guiding Principles

The Headfort School community is committed to providing a positive, safe, caring and stimulating learning environment that allows each child to pursue excellence.

We want our pupils to:

- Be positive individuals who understand what is expected of them
- Value and support each other and all adults in the school community
- Promote positive behavior such as honesty and courtesy through their actions
- Develop relationships based on kindness, respect, empathy and understanding of the needs of others
- Treat everyone fairly, regardless of age, gender, race or ability
- Show appreciation for the efforts of all and the contribution of all
- Take responsibility for their own actions and be aware of the choices and consequences that are available to them
- Be intrinsically motivated to be the very best they can be



Expectations

As One School, Headfort School, we believe that all members of our community have the fundamental right to learn and feel safe. We articulate this in the following pages, so that our entire community understands the expectations incumbent upon them.

Students are expected to:

- Support and abide by the school's mission, vision and values
- Arrive at school and to their classes on time, in appropriate uniform
- Attend classes with all equipment
- Be honest in their academic work
- Be sensitive to, and accepting of others
- Approach learning with a positive attitude
- Take responsibility for their own learning by asking for help when needed, participating fully in the life of the school and all activities, and complete the set tasks to the best of their ability
- Support self and others to learn by following instructions and working cooperatively
- Show respect and consideration towards other; and
- behave in a manner that reflects well on themselves, their families and the school community

Students can expect their teachers to:

- arrive to classes on time and prepared for teaching
- prepare lessons appropriate for their subject area and for their student's abilities
- approach teaching and learning with a positive attitude
- take responsibility for their students' learning by offering help when required, ensuring students' need are catered for and creating meaningful work to challenge and extend students
- support learning by creating a positive, safe and ordered learning environment
- show respect and consideration towards others, and model a positive attitude and behavior
- know their students and how they learn and teach them at their point of need.

The School can expect our parents to:

- work in partnership, with shared purpose, to support the growth of their child
- speak directly to the teacher when matters arise pertaining to their child

Rights & Responsibilities

Everyone's Rights	Students have the responsibility to	School staff have the responsibility to	Parents and Guardians have the responsibility to
1. Each person has a right to be accepted and treated with respect and courtesy.	To value and respect every single person for who they are	To value and respect every single person for who they are	To value and respect every single person for who they are
2. Each person has the right to learn; and to develop interests, abilities and ambitions in a secure and supportive environment.	<ul style="list-style-type: none"> • To be prepared for classes • To be punctual • To attend all classes and activities • To work co-operatively with others • To explore and express relevant and thoughtful ideas and opinions • To complete set work to the best of their ability • To behave in a way which allows others to learn • To be accountable for their behaviour 	<ul style="list-style-type: none"> • To be prepared for classes [Appropriate plans, corrections, materials etc.]. • To set age-appropriate homework as required. • To be punctual. • To attend all classes and activities. • To work co-operatively with others. • To listen and learn from others. • To explore and express relevant and thoughtful ideas and opinions. • To work to the best of their ability. • To keep clear and accurate records of student work. • To be accountable for their professional practice. • To follow classroom management plans which are fair and consistent. 	<ul style="list-style-type: none"> • To support students and the School in providing a quality education. • To sign notices and ensure they are completed in a timely fashion. • To contact the School when concerns arise. • To provide notes explaining all student absences, lateness, being out of uniform etc. • To communicate with the School when there are changes of address, phone numbers. • To make the School aware of any difficulties or problems which may affect student development and learning. • To regularly communicate with the school and attend Parent Teacher Interviews and relevant meetings

		<ul style="list-style-type: none"> • To help all students to develop their interests, ambitions and abilities with • To keep up to date with professional practice • To use professional development effectively 	<ul style="list-style-type: none"> which give them the opportunity to meet staff and other parents • To read school communication
3. Each person has the right to feel and be safe.	<ul style="list-style-type: none"> • To act in a safe and sensible manner with consideration for others. This includes not setting up fights, arguments between others, bullying or any form of harassment. • To follow safety expectations. • To immediately report unsafe actions or situations. • To behave in a sensible and safe manner on the way to and from school. • To use public transport in a safe manner • To use their own medication appropriately. 	<ul style="list-style-type: none"> • To give clear instructions about appropriate safety procedures. • To be aware of and observe Occupational Health & Safety Guidelines. • To act in a safe manner and with consideration for others. • To immediately respond to and/or report unsafe actions or situations. • To monitor medication as arranged with parents. 	<ul style="list-style-type: none"> • To support the School's policies and practices. • To report any known unsafe actions or situations immediately they are aware of them. • To notify the School of health problems which could affect other members of the School community. • To provide for the general well-being of their children. • To notify the class Teacher of specific conditions and requirements for illness and arrange monitoring.
4. Each person has the right to equal opportunity.	<ul style="list-style-type: none"> • To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origins], marital status, religious beliefs, political beliefs, or physical or mental disability or impairment. 	<ul style="list-style-type: none"> • To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origin], marital status, religious beliefs, political beliefs, or physical or mental disability or impairment. 	<ul style="list-style-type: none"> • To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origin], marital status, religious beliefs, political beliefs, or physical or mental disability or impairment.

5. Each person has the right to have all personal or community property cared for.	<ul style="list-style-type: none"> • To care for all personal and community property. • To have all personal property clearly named. • To use property appropriately. • To store valuable items safely. • To hand in lost property. • To report interference with property belonging to others. • To check lost property for missing items. • NB - Valuable items are brought to school at students' own risk. 	<ul style="list-style-type: none"> • To promote responsible attitudes and behaviour towards property • To care for all personal and community property. • To have appropriate labels on school and personal property. • To ensure rooms are secure, by locking doors/windows as required. • To ensure rooms are left clean and tidy. • To attend yard duty as scheduled. 	<ul style="list-style-type: none"> • To support the School's policies and practices. • To ensure that all student property is clearly named. • To ensure that students do not bring inappropriate property to school. • To promote responsible attitudes and behaviour towards personal and community property. • NB - Valuable items are brought to school at students' own risk.
6. Each person has the right to participate in the life of the School including relevant decision-making processes.	<ul style="list-style-type: none"> • To participate in the School's decision-making processes. • To participate in various co-curricular activities both in and out of school hours. • To observe the School's Uniform Policy. • To inform parents of school events and activities. 	<ul style="list-style-type: none"> • To participate in the School's decision-making processes and foster student, parent, and community participation. • To participate in and implement co-curricular activities. • To implement and monitor the School's Uniform Policy. • To contribute to information flows between the School, the parents and the community. • To contribute to the School's communication and other documents for parents and the community. 	<ul style="list-style-type: none"> • To ensure their children observe the Uniform Policy. • To be informed about and participate in the School's decision-making processes. • To support and when relevant participate in the School's extra-curricular programmes. • To maintain close contact with the School • To read the School communication
		<ul style="list-style-type: none"> • To strive to achieve their best by working consistently and with effort. 	<ul style="list-style-type: none"> • To show daily interest in their children's work and efforts

<p>7. Each person has the right to achieve their best.</p>	<ul style="list-style-type: none"> To strive to achieve their best by working consistently and with effort to their full potential. 	<ul style="list-style-type: none"> To provide educational programs and services which cater for individual needs. Continually to strive to improve professional practice. 	<ul style="list-style-type: none"> To provide encouragement for their children to achieve their best. To foster positive attitudes towards education and achievement.
<p>8. Each person has the right to experience success; to receive praise for achievement.</p>	<ul style="list-style-type: none"> To take up the opportunities provided by the School. To encourage and support others to achieve. To graciously accept praise and reward. To acknowledge and praise others. 	<ul style="list-style-type: none"> To create opportunities for the members of the school community to achieve and be successful. To encourage and support effort and achievements of both students and staff members. To foster an atmosphere in which achievement is valued and rewarded. To acknowledge and praise others. 	<ul style="list-style-type: none"> To acknowledge and praise their children's efforts and successes. To attend functions which involve or recognise their children's contributions to the school when possible. To acknowledge and praise efforts made by the members of the whole school community.
<p>9. Each person has the right to a clean, tidy and attractive school</p>	<ul style="list-style-type: none"> To use bins and dispose of rubbish properly To care for equipment, facilities and the environment. To participate in maintaining a clean and tidy school. 	<ul style="list-style-type: none"> To provide bins and facilities for handling litter. To provide encouragement and awareness programs so students value and respect the school environment; as well as promote care and concern for equipment, facilities and the environment. To help in the implementation of school clean-up activities and encourage practices which reflect the need for proper disposal of waste and litter. To maintain a clean and tidy school. 	<ul style="list-style-type: none"> To promote care and concern for school equipment, facilities and the environment. To participate in projects which help in the development of resources and pride in the School.

Reinforcing Expectations

Headfort School adopts a positive and restorative approach when reinforcing its behaviour expectations. Inappropriate behaviour is seen in light of its impact on those affected by the behaviour and is managed with a focus on repairing any harm caused by restoring relationships that may have been damaged.

At all times, students should be supported in a positive and respectful manner to address inappropriate behaviour and consequences of actions should be clearly explained and discussed; it is important that students fully understand the impact of their behaviour on others, to ensure it is not repeated.

Consequences should meaningfully relate to the misdemeanor or action being addressed, so that student repair the harm or damage that has been caused. Students should always be given the opportunity to explain their actions, apologise, and correct any mistakes they make

When discussing inappropriate behaviour or actions, language should be framed in a positive manner. All parties should be heard and decisions around consequences should be made only when the behaviour or situation has been fully discussed and clarified with all involved. The focus of the conversations is based on the method of shared concern, not blame, so as to find ways to restore the relationship. Honesty is highly valued, and the need for, and appreciation of, honesty should be positively reinforced.

Headfort School students , staff and parents are provided with our Behavioural Expectations Framework upon enrolment or employment at the School. The purpose of the Behavioural Expectations Framework is to make clear expected behaviour and outline the possible consequences of inappropriate behaviour. It also provides students, staff and the School community with guidelines to ensure the rights of all people in the community are respected, monitored and effectively addressed.

Included in the Behavioural Expectations Framework are samples of consequences that may apply when students behave in a way that is unsafe, inappropriate or offensive. The Behavioural Expectations Framework indicates the level or seriousness of offences and the likely school responses to incidents, although *individuals and individual circumstances should be considered* when behaviour is addressed.

It should be noted that the Behavioural Expectations Framework is a guiding document only, and not every consequence will be applied at every level. Where questions arise about the seriousness of behaviour, staff are encouraged to seek advice from the appropriate person.

Wellbeing at the centre

To ensure the safety and wellbeing of all students, staff, parents, and visitors, the School adopts a clear and firm approach towards racism, verbal or physical aggression and harassment. Students who demonstrate aggressive or threatening behaviour may be suspended from school and their parents contacted to ensure the safety of all involved.

At all times, the wellbeing of students and staff will drive behaviour management processes.

All school expectations and consequences apply while students are at the School, engaged in school activities and on the way to and from school. Behaviours or actions undertaken outside school, but which impact on those within the School community, may also be addressed within school.

False reporting of offences will be treated severely, as such actions undermine the School's values and approach to engagement and behaviour management processes. When addressing inappropriate behaviour, the cooperation of all members of the School's community is assumed.



Quick Reference Guide

We firmly believe that positive relationships enable important conversations to take place. These then courage students to make good choices and to correct inappropriate behaviour. At Headfort, these conversations initially involve the Classroom Teacher, as these staff are responsible for developing a positive relationship with each student in their class.

Behaviour	General Behaviour – Tier One	Serious Behaviour – Tier Two	Bullying, Harassment, & social media	High Risk Behaviour – Tier 3
Description	<ul style="list-style-type: none"> Repeated low level irritant poor behaviour or behaviour in the classroom and playground Offensive language Late to class Unexplained absence 	<ul style="list-style-type: none"> Offensive behaviour, physical or verbal Offensive language, swearing or insults Inappropriate use of classroom resources Continuous refusal to follow instructions and continued classroom disruption Ongoing poor behaviour 	<ul style="list-style-type: none"> Physical bullying Psychological bullying Indirect bullying Cyber-bullying 	<ul style="list-style-type: none"> Physical threat Violent behaviour Extreme anger or confrontation
Response	<ul style="list-style-type: none"> Teacher discusses the behaviour with the student and issues own resolution which may include removal from games, an excursion or event Speciality teacher or elective teacher informs the classroom teacher Communication with Head if needed 	<ul style="list-style-type: none"> Classroom teacher conducts a restorative discussion Teacher and Head of Teaching and Learning discuss with the Head of School Student may be given an internal suspension. 	<ul style="list-style-type: none"> Teacher conducts an internal investigation with students (victims, students, bystanders and bully) Teacher and Head of School take appropriate action Student may be given an external suspension 	<ul style="list-style-type: none"> Classroom teacher sends message to Head of School If urgent, calls Reception Desk Teacher documents incident through process Student may be excluded from the school
Review	<ul style="list-style-type: none"> If continued, classroom teacher follows up by contacting Head of Teaching and Learning, communicating with parent/guardian 	<ul style="list-style-type: none"> Teacher speaks with the Head of School who decides next steps 	<ul style="list-style-type: none"> Classroom Teacher and Head of School meet with parents Pastoral documentation Head reviews 	<ul style="list-style-type: none"> Discussion between Head of School and teacher Garda informed if necessary Consequences finalised in discussion with parents If suspension – a re-entry plan is prepared
Restorative Action	<ul style="list-style-type: none"> If sustained, the teacher has a restorative discussion, documents this and contacts parents 	<ul style="list-style-type: none"> Parents contacted Meeting if required Appropriate consequences given Pastoral documentation Weekly review of student 	<ul style="list-style-type: none"> Parents updated Weekly review of all students involved 	<ul style="list-style-type: none"> If the matter is a critical risk then it is to be referred solely to the Head for consideration of exclusion. Two suspensions for the same offence in one academic year requires a review of enrolment
Ongoing	<ul style="list-style-type: none"> Head of School, Parent Discussion 	Head of School, Parent Discussion		

The Tier System

TIER ONE: CLASS TEACHER RESTORATIVE SESSIONS

1. These are held at the discretion of the Class teacher
2. Class teacher restorative sessions can be held for up to 30 minutes duration.
3. Students who do not have parental permission must not be detained after school.
4. Students may be referred to the Head of School for the restorative session. This will be organised by the attending teacher and facilitated in partnership with the Head

TIER TWO: HEAD OF TEACHING & LEARNING/ HEAD OF SCHOOL RESTORATIVE SESSIONS

Students who have repeated level two restorative session may be excluded from class, excursions, and/or other special events.

TIER THREE: HEAD OF SCHOOL & PARENTS

1. Tier Three interventions only occur, when the student is demonstrating a lack of responsiveness to Tier One and Two interventions and has demonstrated
2. The Head of School manages all Tier Three matters and will provide parents with clarity around this process should this be required
3. The record of patterns of behaviour is provided to the Head of School who will make a considered judgement regarding ongoing enrolment at the school.

The Tiered system of supporting students on their journey of learning, is centred on the opportunities they have to grow from their experience. As a school, centred on restorative approaches, we believe that in guiding our young people through reflection on their decision making, we will be better able to build resilient, compassionate, and empathetic people.

Restorative Sessions

CONDUCTING THE RESTORATIVE SESSION

Working restoratively does four things. It:

- Allows students to understand what they have done wrong.
- Gives them ownership of the problem they have created
- Gives them a chance to fix things with support
- Leaves their dignity intact and respects them as people.

When confronting wrongdoing in the classroom or around the School, focus on those affected rather than the wrongdoers and the rules that they have broken. With individuals and small groups interview the students by asking these key questions:

Those responsible always go first: What happened? What were you thinking at the time? Who has been affected by what you did? In what ways? What have you thought about since?	Then those affected: What did you first think when it happened? What have you thought about since? How has it affected you? What has been the worst thing?
Back to those responsible: What do you need to say or do to fix this mistake, to make things better?	Now to those affected: What needs to be said or done to make things right?
Now to both parties: How can we make sure this does not happen again? What can I do to help you all? What should we do if this happens again?	

With whole classes, organise a classroom conference or circle:

- Students and teachers sit on chairs in a circle
- Ground rules are used to provide dignity and respect
- Issues are discussed, and options are decided upon
- A trial period of a few weeks is used to manage change

Anti-Bullying

Bullying is not tolerated at Headfort School.

It is our policy that:

- Bullying be managed through a 'whole of school community' approach involving students, staff and parents/guardians;
- Bullying prevention strategies be implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;
- Bullying response strategies be tailored to the circumstances of each incident;
- Staff establish positive role models emphasising our no-bullying culture; and
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Definition of Bullying

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders.

Bullying can take many forms including:

Physical bullying which involves physical actions such as hitting, pushing, obstructing being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying

Psychological bullying is when words or actions are used to cause psychological harm. Examples include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background

Indirect bullying is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone

Cyber bullying is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

What bullying is not

What Bullying is Not

There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include:

Mutual Conflict Situations which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation

One Off Acts (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

Signs of Bullying

Major behaviour changes in a student may be indicative of bullying. Such behavioural changes may include:

- Crying at night and having nightmares;
- Refusing to talk when asked “What’s wrong?”;
- Having unexplained bruises, cuts or scratches;
- An unwillingness or refusal to go to school;
- Feeling ill in the mornings;
- A decline in quality of school work;
- Becoming withdrawn and lacking confidence;
- Beginning to bully siblings;
- Acting unreasonably.

Parents/carers are encouraged to recognise signs of bullying and notify the School through a trusted staff member immediately if they suspect their child is a victim of bullying.

Please refer to the School’s website for more details on the Headfor School Anti-Bullying Prevention and Intervention Policy.

