

**TALBOT SENIOR
NATIONAL SCHOOL
BAWNOGUE
CLONDALKIN
DUBLIN 22**



**CODE OF
BEHAVIOUR / DISCIPLINE
OCTOBER 2020**

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POLICIES AVAILABLE FROM SCHOOL WEBSITE www.scoitalbot.com

1. Code of Behaviour
2. Anti Bullying
3. Homework
4. Inclusion
5. Child safeguarding Policy
6. Admissions Policy
7. Health and Safety Policy
8. Covid Response Plan/Logistics Plan 2020

SECTION 1 INTRODUCTION

Our School aims to provide a happy, safe, secure, friendly, learning environment, where children, parents, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

This will enable the child to live a full life as a child and will equip him/her to avail himself/herself of further education so that he/she may go on to live a full and useful life as an adult in society.

As a staff committed to the realization of these objectives. Our aim is to create a happy, secure, safe environment for our pupils in which there is a sense of good order and a reasonable approach to discipline. In this way, a large group can be organized so that the school can operate smoothly for the benefit of all.

This revised Code of Behaviour came into effect on

October 21st 2020

The code has been considered by the Parents Association, Staff, Education Welfare officer and approved by the Board of Management. The code is mindful of the Curriculum, Schools Health & Safety Statement, Anti Bullying Policy, and Admission Policy 2020, Child Safeguarding Policy, Inclusion Policy and Covid 19 Response Plan and Logistics Plan.

COVID 19

In light of the Covid 19 Pandemic and to support the Reopening of schools and keeping our schools safe, the policy was reviewed in 2020. This updated policy reflects the changes that had to be made to our Code of behaviour to include

- Changes to our DFL system
- Changes to sanctions for Serious Misbehaviour

DISCIPLINE FOR LEARNING (D.F.L.)

In our school we have a positive approach to teaching and learning. Positive rules for behaviour in class and out of class are learned by pupils at the beginning of the school year. Pupils are disciplined by being motivated to keep these rules.

We have many ways of recognizing good behaviour and effort including awards, prizes, stamps, positive cards, smiles, positive comments, Class Dojo and Golden Time.

Good behaviour and achievement will be recognized. Consistent positive influences are key to success in our school.

RESTORATIVE PRACTICE

Restorative Practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence.

Where suspension occurs, the school will use restorative practice involving all parties affected to help repair the harm done.

In any instance of misbehaviour that affects others, the pupils will be led through a Restorative Practice session. This enables them to develop empathy and understanding of the consequences of their actions and how it affects others.

RESTORATIVE QUESTIONS TO RESPOND TO CHALLENGING BEHAVIOUR

1. What Happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

TO HELP THOSE HARMED BY OTHERS ACTIONS

1. What did you think when you realized what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What was the hardest thing for you?
5. What do you think needs to happen to make things right?

GENERAL GUIDELINES FOR BEHAVIOUR

All pupils are expected to behave in a reasonable manner both to themselves and to others showing consideration, courtesy and respect for other pupils, teachers, SNA's and visitors at all times. Respect must be shown for the property of the individual and of the school at all times.

CODE OF BEHAVIOUR

The **CODE OF BEHAVIOUR** covers the following areas:

- Behaviour in class
- Behaviour in the school yard/ field
- Behaviour in the school environment
- Behaviour on school outings
- Attendance at school / Education Welfare Act [2000](#)
- After School activities and extra- curricular activities.

BEHAVIOUR IN CLASS

Courtesy and respect are essential. Disrespectful behaviour towards other pupils or towards a teacher e.g. non- cooperation, rude language defiance, cheek, insolence are unacceptable. Pupils must respect the right of other pupils to learn. Any behaviour which interferes with this right (e.g. constant disruption of the class and persistent distracting of others) is considered unacceptable behaviour. In order that pupils benefit from their work in class full co-operation is required at all times. Pupils must co-operate with any instructions and directions given by the teacher or SNA.

Bullying behaviour

Isolated or once-off incidents of intentional negative behaviour do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public

forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour. Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with our school's code of behaviour.

Pupils must not cause hurt to other based on their identities

- homophobic
- Racist or membership of the traveller community
- a person with special needs

Examples could include

- Making fun or mimicking physical appearance or speech
- Refusing to work or play with someone or sit next to them
- Insulting someone's family
- Name calling. Slagging, joking or verbally abusing
- Physical threats of attacks
- Writing nasty messages about someone in notes or online
- Giving someone the look or making threatening signs
- Getting others to name call or exclude

THE ESSENTIAL CLASSROOM RULES

1. Be ready for class
2. Good manners are expected at all times
3. Always do your best and allow others to do the same
4. Raise hand and wait for attention and listen to the person who is speaking
5. Take good care of personal and classroom property
6. Ensure you are safe in the class and make it safe for others
7. Give respect and get respect

BEHAVIOUR IN THE PLAYGROUND

Pupils must treat others as they would like to be treated themselves. Any behaviour which endangers or sets out to offend others is not permitted. Rough behaviour e.g. fighting, kicking, spitting, pushing is forbidden. Games or activities considered to be dangerous shall be prohibited. Threatening behaviour is unacceptable. Making threatening gestures or inciting others to relay messages of threat to individuals is also unacceptable. Any behaviour which interferes with others play is not permitted. Pupils may not leave the school yard for any reason during breaks without the permission of the supervising teacher. This includes re-entering the school building for any reason. The pupil may only enter into the building in the company of an SNA or with another child with a pass from a supervising yard Teacher.

THE ESSENTIAL OUT OF CLASS RULES

1. Stay within the boundaries in yard. This is dictated by yellow lines. It is very important to follow directions of teachers and SNA's.
2. Cooperate fully with staff
3. Play safely and fairly. Treat others fairly the way you would like to be treated yourself.
4. Line up quickly, quietly and safely and leave and return to your classroom in an orderly fashion. Do not interfere with anyone else in the line and follow directions of teacher/SNA
5. Dangerous play is forbidden at all times

COVID 19 Protocols and Procedures

During Covid 19 there are strict protocols and procedures in place.

- All pupils must make every effort to maintain a 1m distance when lining up in the yard and when walking into the building from the yard
- All pupils must follow instructions from the teacher or SNA
- Pupils may not play aggressively or roughly with other pupils and Avoid prolonged contact or games where there is one to one contact
- Pupils will not shout aggressively at any individual, spit or threaten to spit at any individual. This will be considered a serious breach of misbehaviour and will be dealt with in line with the Code of behaviour sanctions.

BEHAVIOUR IN THE SCHOOL ENVIRONMENT AND BEHAVIOUR ON SCHOOL OUTINGS

Respect and courtesy to others is essential. Any kind of verbal or physical abuse of other pupils is strictly forbidden. Use of foul language among pupils is unacceptable. Bullying or intimidation of other pupils is prohibited and is always regarded as a serious offence. Pupils must show respect for school property at all times. For reasons of safety and to minimize accidents, pupils must move about the school in an orderly manner under supervision of teachers / SNA's or other adults.

Pupils are encouraged to be respectful to each other on their way to and from school. Bullying behaviour will not be tolerated and will be dealt with in line with our Code of Behaviour and Anti- Bullying policy. When on school outings pupils are expected to behave in an orderly manner and show respect for public property and should always co-operate fully with their teachers and supervisors.

ATTENDANCE / EDUCATION WELFARE ACT

Pupils are required to be regular and punctual in their attendance at school. School opens to receive pupils at 9.00a.m. each morning. After a pupil has been absent, a note from the parent (s) must always be brought to the class teacher upon the pupil's return to school. When a pupil has to leave school early (i.e. before 2.40pm) a note from the parent (s) must be brought to the class teacher stating the time at which the pupil is to leave. Parents may ring or email the school to record absence.

Under the Education Welfare Act 2000 Absences or Lateness must be explained by a brief note written in school journal and signed by parent a phone call to the school and an update on Aladdin. Absences of 20 days or more must be referred by the school to the Education Welfare Board. Any child wishing to leave school early must have a note signed by parent. The Education Welfare Officer in our region is Mr Eamonn Reagan.

The Education Welfare Officer is available to support parents with attendance issues. Children with hospital or dental appointments on an ongoing basis should give a copy of appointments to the school secretary at the office.

Parents/ Guardians must sign out pupils who are collected early from school. Daily attendance and punctuality are required from pupils. School opens to receive pupils at 8.50am each morning. A text message is sent to parents if a child is absent from school. The parent is requested to contact the school to clarify the situation. After a pupil has been absent a note for the parents a phone call or an email must be brought to the class teacher upon the pupils return to school.

When a pupil has to leave school early (i.e. before 2.40pm) a note from the parent must be brought to the class teacher stating the time at which the pupil is to leave. An attendance committee meets monthly in the school to review attendance. Please refer to our school attendance policy.

HOMEWORK

It is the policy of the school to assign homework on a regular basis. The time taken for this will vary from child to child, but should in most cases take between 30 minutes and one hour. Parents should sign the homework journal to confirm that the work has been fully attempted.

If for some reason homework or part of it cannot be completed, parents are asked to note this in the school journal or email.

Generally homework is not given at weekends. Written work must be done neatly and carefully. Graffiti on textbooks and copybooks is not permitted. Please refer to the school Homework Policy for further information.

Presently our Homework policy is under review

JEWELERY

Students are permitted to wear stud earrings and watch. Hair should be neat and tidy and tied up preferably. Fake nails and other accessories that are deemed inappropriate and/or likely to cause an accident are not allowed. In line with Covid 19 guidance around hygiene, nails should be kept short and clean

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MOBILE PHONES / IPODS / ELECTRONIC GAMES

Use of mobile phones , smart watches and electronic games during school hours is strictly forbidden. All phones must be switched off and kept in school bags at all times. Any infringement of this rule will involve the confiscation of the phone and any other electronic equipment and will only be returned to the parent or guardian of the pupil.

SCHOOL UNIFORM

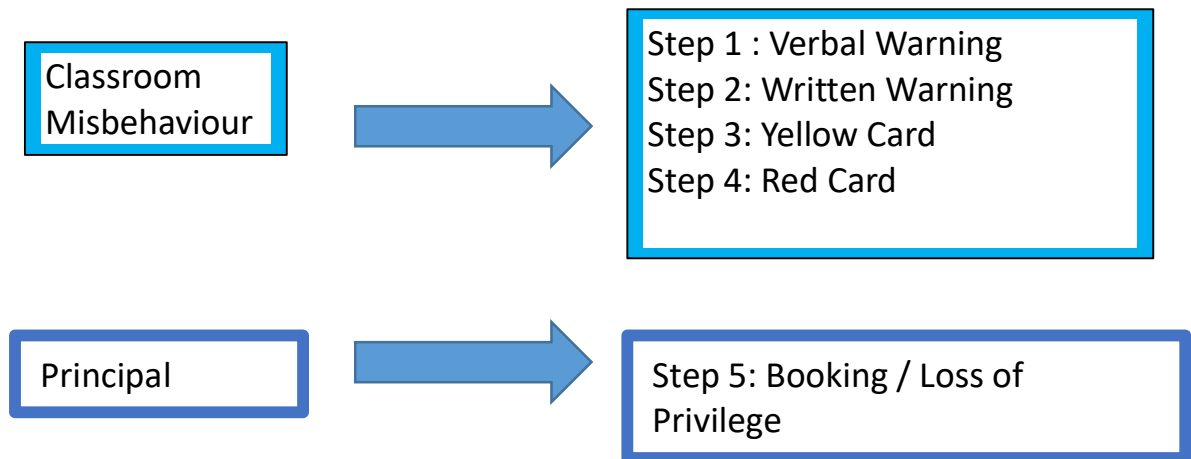
All pupils must wear the school uniform.

SCHOOL JOURNAL

The school journal is an important communication tool between parents and the school. Please read and sign the journal each night. Please ensure the personal information page in your journal is completed and pages are signed and other important pages are signed. Journal to be kept in plastic wallet and cleaned every night before placing it in school bag.

Misbehaviour

When children misbehave in class the following steps are taken by the class teacher.



Yard cards or bookings will be issued by the supervising yard teacher in the event of misbehaviour on yard.

For serious misbehaviour the following procedure will apply depending on the nature of the misbehaviour (stages may be skipped)

SANCTIONS SERIOUS MISBEHAVIOUR

Stage 1.

Simple Booking /Warning

Booking Form—Teacher sends pupil to principal. Principal will discuss issue with pupil and note in journal.

Stage 2.

Booking & Loss of Privileges

Pupil gets a booking from Class / Yard Teacher or Principal recommends loss of privileges depending on behaviour and attitude of pupil. (Note to parents in journal)

Stage 3.

Case Conference & Contract of behaviour

If pupils receives more than three bookings / losses of privileges in any four school weeks parents are asked to attend a case conference. It may be necessary to meet with parents for a serious offence. A contract of behaviour is drawn up between the teacher and pupil. This is signed by the parents, teacher and pupil.

Stage 4

Internal Suspension

This is when a pupil continually misbehaves or has a serious episode of misbehavior. **In light of Covid 19 restrictions this step is null and void as bubbles cannot be mixed.**

Stage 5

Suspension

This procedure is used in the case of gross misbehaviour.

- (a) If stage 4 is exhausted or there is a single incident of gross misbehaviour the Principal requests a meeting with the parents. If considered warranted the Principal reserves the right to suspend the pupil for 3 days initially. This power of suspension is delegated to the principal by the school Board of Management.
- (b) In certain circumstances the Principal with the Approval of the chairperson of the BOM may suspend a pupil for 5 school days
- (c) A meeting of the BOM may authorize further suspension up to a maximum of 10 days. Suspension will be in accordance with Section 23 of the Education Welfare Act 2000

Stage 6

Expulsion

This procedure may be considered in an extreme case, in accordance with Section 23 of The Education Welfare Act 2000.

GROUNDS FOR EXPULSION

- Behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- Continued presence of pupil constitutes a real and significant threat to safety
- Pupil responsible for serious damage to property

AUTOMATIC EXPULSION FOR FIRST OFFENCE

BOM may sanction automatic expulsion for certain prescribed behaviours:

1. Sexual Assault
2. Supplying illegal drugs to other pupils in the school
3. Actual violence or physical assault
4. Serious threat of violence against another pupil or member of staff.

PROCEDURES IN RESPECT OF EXPULSION

1. Detailed investigation
2. Recommendation by principal to the BOM
3. BOM considers Principal's recommendation and holds hearing
4. BOM decision, Is expulsion appropriate ? EWO informed, 20 day cooling off period
5. Education Welfare Officer arranges consultations
6. Confirmation of decision to expel

Suspensions

Re-entry

A planned re-entry to school is convened after enforcing a suspension to minimize recurrence of unacceptable behaviour and disruption to the student's education. Parties who may be involved in this process: Principal, Parent/Carer, Teacher, Staff members involved in the incident

A meeting will be scheduled to take place on the day of re-entry. Children will be expected to return to school with a positive attitude, and suspension work and good documentation. At this meeting, a review of the school rules will take place, and where necessary, a behavioural contract drawn up with the child.

Parental Response

Parents may need to pick their child up from school and if this is the case, they are required to be at the school within one hour of contact from the school. Parents are required to bring their child to a post suspension meeting. Parents are entitled to respond to any sanction imposed by the school. Parents may ask to meet with the teacher and principal to discuss the incident, and to ask questions about the evidence of the serious misbehaviour. This meeting will also afford the school an opportunity to explore with parents how best to address the student's behaviour.

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

Ladder of Intervention

In order to monitor and support any issues around misbehaviour or behaviour that causes concern the following **Ladder of Intervention** will apply.

Ladder of intervention

Step 1. Class Support

- Whole school policy around DFL system
 - Rewards
 - Sanctions
- Positive reinforcement for all pupils
- Consistent consequences for all problem behaviours
- Effective classroom management, line supervision to and from class and yard supervision
- Restorative practice
- Communication with parent
 - Note in journal
 - Text
 - Email
 - Phonecall

Step 2. School Support

Teacher brings the pupils case to the attention of the support teacher.
Discussion around school based support that may be implemented. Plan put in place

- Support teacher intervention (once off)
 - In class intervention
 - Restorative practice
 - Movement break (SNA)
 - 1/1 or group intervention
 - Group consultation
- Teacher brings the pupils case to the attention of the Principal.
Discussion around the plan that has been implemented
- Parents are contacted and a meeting/Case conference is agreed
- An individual behaviour Support plan is required, and advice sought from the teachers involved

- Implementation and monitoring of Support Plan

Step 3 . School support Plus

- Communication with parents
- Behaviour Support plan will be reviewed and intensified
- Support from SESS, NEWB, PDST, CAMHS and NEPS sought

CONCLUSION

The essence of our Code of Behaviour is valuing people and encouraging them to accept responsibility for their own behavior and to develop self-discipline. Talbot SNS is a positive Teaching School. Consistent positive influences are the key to success in our school.

In line with our mission statement we want our pupils to be happy in school and experience kindness to support them in finding their way. We believe in fostering trusting respectful relationships between pupils, staff and parents. In the words of Don Bosco

Familiarity breeds affection and affection breeds confidence

This confidence gives our pupils the ability to regulate their own behaviour and develop holistically into well- grounded kind members of society

Ratified by BoM

Date : 21st October 2020

Signed : _____
Chairperson