



Tynock School

Scoil Treasa Naofa Tigh an Chnoic

Tynock, Kiltegan, Co. Wicklow
059-6473210 tynockschool@eircom.net
Roll No: 17669I

Code of Behaviour

Why do we need a code of behaviour?

- To create a safe and secure learning environment for all our pupils.
- To provide teachers, parents and children with guidelines of how to respond to positive and negative behaviour in a consistent way.
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood. This policy is available to inspect in the school or log online at www.tynockschool.ie. The rules will be distributed and signed at the beginning of each school year by each child.
- To encourage the involvement of both home and school in the implementation of this policy

General Guidelines for Positive Behaviour

1. Behaviour is learned.
2. People are responsible for their own behaviour.
3. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable
4. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free
5. Pupils are expected to take pride in their appearance, wear their full uniform, have all books and required materials and to be in the right place at the right time.
6. Pupils are expected to obey a staff member's / teacher's instructions, to work to the best of their ability and to present assignments neatly.
7. Pupils are expected to attend every day and on time unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.
8. Pupils are expected to show a readiness to resolve conflicts and forgive and forget.

9. Pupils are expected to attend school regularly and punctually
10. Pupils are expected to do his/her best with school and homework.

In general terms; we have three levels of intervention

1. Support for all- minor misbehaviour can be dealt with classroom teachers
2. Additional support for some-some pupils will need more active intervention
 - Teacher parent chat
 - Referral to Principal
3. Specialised support for the small minority of pupils- some pupils will show particularly challenging behaviour, These will need a sustained response, involving the important adults in their lives. The principal may seek guidance from outside agencies e.g. NEPS, HSE, Community Psychology Services, NCSE, CAMHS

Positive reinforcement

Children will be encouraged, praised and listened to at all times by adults in the school. Rates of praise for behaviour should be as high as for work. We focus more on positively reinforcing than on sanctions.

The following are some samples of how praise might be given;

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- Student of the Week award
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- A system of merit marks or stickers- Class Dojo
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication
- Homework Pass – can be given if child gets 15 nights of excellent homework

This school uses a staged approach in dealing with misbehaviour. Each day pupils are given every opportunity to change their behaviour. If pupils are disruptive in class the following steps are taken:

- 1. ORAL WARNING-** Teacher will remind pupil of class rule.
- 2. SEPARATION FROM PEERS-** Time out within the classroom e.g. timeout chair, thinking corner.
- 3. SEPARATION FROM CLASS -**Time out to another classroom with assigned work. Teacher will inform parents by phonecall or note home in the

journal. This note must be signed by parents.

4. LUNCHTIME- Pupils will be detained at lunchtime or from a fun activity to complete assigned work. Parents will be contacted by phonecall or note home in the journal. This note must be signed by parents.

Other Sanctions include

1. (a) Reasoning with the pupil, creating a contract of good behaviour
An important element of our approach of dealing with student's inappropriate behaviour is a problem solving approach whereby we will respond through
 - Gathering information
 - Generating ideas for solution
 - Implement agreed strategy
 - Review progress
- (b) Loss of privileges – which may include golden time, library, ICT etc.
- (c) Prescribing additional work
- (d) Referral to Principal Teacher
- (e) Communication with parents - Note Home
- (f) Out of school detention (parents will collect their child and bring them home for part or all of a day)
- (g) Suspension
- (h) Expulsion

NB in the case of gross misconduct, temporary suspension may come into effect immediately once the Principal has informed the Chairperson of the Board of Management.

Behavioural Plan

A Behaviour Plan may be put in place if pupils persist with challenging/ disruptive behaviour.

The plan will focus on a small number of targets.

The pupil is central to the drawing up of the plan under the advice and direction of a teacher.

If a pupil attends the special education teacher to support their emotional and behavioural needs the support teacher may set targets in consultation with the pupil and their parents.

For pupils who exhibit particularly challenging behaviour, outside agencies will be consulted eg National Psychological Service (NEPS), Special Education Support Service (SESS), HSE Community Psychological Service, National Council for Special Education, Lucena Clinic.

The Board of Management will monitor class size and its impact on student behaviour and classroom management.

There are three categories of gross misbehaviour:

1. Physical

- Hitting, punching, kicking, pushing, chasing, loafing (head butting), spitting.
- wilful Damage or stealing of property
- Endangering themselves or others
- Bullying
- Using physical gestures to incite or provoke anger
- Intimidating/aggressive behaviour towards others.
- Not observing safety standards.
- Bringing weapons or using objects as weapons in school
- Leaving school grounds without following correct procedure.

2. Verbal

- Challenging authority and blatant refusal to follow instructions including ignoring authority.
- Verbal harassment and intimidation of others such as: taunting, slagging, offending peers, SNA's and Teachers.
- Verbal harassment and intimidation of SNA's and Teachers.
- Using inappropriate language.
- Using mobile phone during school hours
- Constantly disruptive in class and/or regularly preventing others from learning

3. Inappropriate Attitude (for SEN identification and recording of data only)

- Ignoring authority
- Tone – disrespectful – despondent, unable to apologise and accept apology
- Manner – body language, defiant and inappropriate.

Suspension and Expulsion

The Board of Management has the authority to suspend a pupil, once a thorough investigation has taken place and they are satisfied that the pupil has had a fair hearing and the health, safety and educational needs of the school community have been met. The Board of Management will delegate the right to suspend to the principal on a case by case basis only. In exceptional circumstances, the Principal may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils,

staff or others in the school. Normally other interventions will have been tried before suspension but a single incident of misconduct may be grounds for suspension.

Grounds for suspension for a first offence

- (1) Sexual assault.
- (2) Possession or supply of illegal drugs to other pupils in the school.
- (3) Actual violence or physical assault or verbal abuse.
- (4) Serious threat of violence against another pupil or member of staff.

In line with 'Children First: National Guidance for the Protection and Welfare of Children' breaches of offences 1-4 will be reported to Gardaí.

Grounds for suspension

- (1) The pupil's behaviour is a cause of significant disruption to the learning of others and the teaching process.
- (2) The pupil's continued presence in the school constitutes a real and significant threat to safety.
- (3) The pupil is responsible for serious damage to property.

Factors to consider before proposing to suspend a pupil

The nature and seriousness of the behaviour
The context of the behaviour
The impact of the behaviour
The interventions to date
Whether suspension is a proportionate response
The possible impact of suspension

Rolling Suspension

A pupil may be suspended again shortly after they return to school if :
They engage in serious misbehaviour that warrants suspension. Parents will be informed by phone or in writing depending on the seriousness of the matter. The health and safety of the whole school community, suspended pupil inclusive, will be considered when suspension is deemed necessary.
A student will not be suspended for more than three days initially except in exceptional circumstances.
Longer periods of suspension may follow if pupils continue to engage in disruptive, dangerous or inappropriate behaviour.

Appeal

Where the total number of days for which the student has been suspended in the current school year reaches 20 days or more the parents may appeal the suspension under Section 29 of the Education Act 1998.

In a case where a principal suspends without support of the Board of Management the parents may appeal the suspension to the Board of Management.

When a pupil is suspended the school will outline in writing the following details of suspension:

- The period of suspension and the dates on which the suspension will begin and end.
- The reasons for suspension
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the student and their parents
- The provision for an appeal to the BOM
- The provision for an appeal to the Secretary General of the Department of Education and Skills.

The student will be given the opportunity and support for a fresh start on their return to school after suspension and regular contact with parents will be made via homework journal and/or phone.

Regular meetings with parents and /or a behaviour contract will be put in place if deemed necessary.

Written records will be kept on pupil's file and in School Discipline Book.

The principal will report suspensions to BOM at the earliest stage possible.

Reasons for and duration of suspension will be reported.

The principal is required to report suspension in accordance with NEWB reporting guidelines.

Expulsion Policy

The sanction of expulsion will be only be used in exceptional circumstances. The authority to expel will be reserved for the Board of Management and will not be delegated.

Grounds for expulsion for a first offence

- (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.

In line with Children First Guidelines breaches of offences listed 1-4 will be reported to Gardaí and Duty Social Worker.

Grounds for expulsion

- (1) The pupil's behaviour is a persistent cause of significant disruption to the learning of others or the teaching process

- (2) The pupil's continued presence in the school constitutes a real and significant threat to safety
- (3) The pupil is responsible for serious damage to property

Factors to consider before proposing to expel a pupil

The nature and seriousness of the behaviour
The context of the behaviour
The impact of the behaviour
The interventions to date
Whether expulsion is a proportionate response
The possible impact of expulsion

Procedures in respect of expulsion

- (1) A detailed investigation will be carried out under the direction of the Principal.
- (2) Recommendations will be made by the Principal to the B.O.M.
- (3) B.O.M. will consider Principal's recommendations and will hold a hearing if they feel expulsion is warranted.
- (4) Parents and Principal state their cases at hearing. B.O.M. deliberate and proposes action following the hearing.
- (5) Consultations re. future education of pupil will be arranged by Educational Welfare Officer.
- (6) Confirmation of the decision to expel will be given in writing to the parents. Parents have the right to appeal.

Fairness of Procedures

Where the B.O.M. decides to consider expelling a student, it must hold a hearing. At the hearing the Principal and the parents put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. Parents may wish to be accompanied at hearings and the Board should facilitate this.

After both sides have been heard the Board should ensure that the Principal and parents are not present for the Board's deliberations.

A student cannot be expelled before the passage of twenty school days from the date on which the Educational Welfare Officer receives written notification of the Board's deliberations and intention to expel.

The Board will inform parents in writing about the hearing's recommendations and the next steps in the process. Where expulsion is proposed parents will be advised that the Education Welfare Officer has been notified.

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science. (Section 29 Appeals)

General school procedures

Child Leaving School

No child is permitted to leave school during school hours unless accompanied by an adult or older sibling. A parents note (separate or in homework journal) nominating the person collecting the child must be sent in if a parent is not collecting the child.

Mobile Phones & Electronic devices

The use of mobile phones by **pupils** on school premises or school related outings is prohibited. They will be confiscated and parents/ guardians may retrieve them from the office.

MP3s, Nintendo, PSP etc.. and other handheld games consoles are also prohibited

Child Absence

If a child is absent, they must bring in a note upon their return, confirming their absence. A note in the homework journal will suffice. There are several categories of reasons for absence It is up to parents to adequately inform the school of a child's absence and certificates should be produced verifying hospital attendance. The NEWB (TUSLA) legislation requires schools to make attendance returns. All absences must be accounted for under various headings. Categories under which returns are made include *Illness, Urgent family reasons, Expelled, Suspension, Other (Religious observance, Emigration, Holidays, Unexplained and Transfer to another school.*

Under the Education Welfare Act (2000), a school is obliged to report to the NEWB every time:

- a student has reached 20 days" absence cumulatively
- a Principal is concerned about a student's attendance
- the Board of Management decides to expel a student
- a student has been suspended for 6 days or more cumulatively
- a student's name is to be removed from the school register for whatever reason

Where teachers have concerns relating to a child's attendance and/or punctuality teachers will meet with the parents to discuss the situation, If there is no improvement the school will contact the Education Welfare Officer with NEWB (TUSLA). The school will inform the parents/guardians that it is taking this action.

Where the school has fears that there is an issue of neglect, the school shall contact the Duty Social Worker with the HSE.

Birthdays invitations, cards and presents

To allow the school to function in an orderly and harmonious way we do not allow circulation of invitations (party or other), cards, or presents within the school day. Parents should arrange these items outside of school hours.

Before/After School

Parents are reminded that the Board of Management and staff of the school does not accept responsibility for pupils before 9.10 a.m. or after the official closing time of 2p.m. (infants) 3p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times. Children line up before and after school. Playing football is not permitted

Collecting children earlier, except in the case of medical or other necessary appointments, should be avoided as it causes disruption to classes. Persistent late collection of children causes upset for the child and inconvenience for teachers.

Lunch

Each child should be provided with a healthy lunch This may be the school lunch or homemade but should include cheese, a sandwich, fruit, vegetables or yoghurt.

Pupils may have water to drink during the day. Other juices or milk may be consumed at break times only with food in line with best practice. The following are not allowed:

crisps, fizzy drinks, chewing gum, bars, "breakfast bars", lollipops, chocolate and other "junk" foods.

Children are allowed to bring a treat on swim days, school tours and outings only. No share bags or large items.

Pupils are expected to bring their uneaten lunch home to alert parents to their eating habits. Inappropriate foods will be taken from pupils and returned.

Chewing gum is expressly forbidden on school property and on school activities.

Uniform

The school has a school uniform consisting of navy sweater (with the school logo), blue polo shirt, navy trousers or skirt. Shoes should be flat and comfortable. The sweater is available from Keadeen Knitwear, Baltinglass. Full uniform should be worn every day.

Yard Rules

- Two sixth class pupils will bring a box of equipment to the yard at each break
- Skipping ropes are for skipping only
- No Paper, juices or milk on yard- you can bring a roll or sandwich with you but without the wrapper
- Children must wear a coat each day from October to March
- The children can play on the grass, tarmacadam and grass (dry days).
- Children must seek permission from the teacher to use the toilet during break. The children cannot return into school for any other reason. If a ball goes out of the bounds into the field it must remain there. If it goes into the church or onto the road it can be retrieved by two sixth class pupils with teacher supervision.
- When the bell sounds the children will freeze, think about what they need to collect then they walk to the line on the second bell. the teacher on duty will award the best line to a class each day and will note this in the yard book.

Procedure for resolution of complaints

Complaints are resolved under guidelines laid down in the Catholic Primary Schools Management Association Handbook.

Stage 1

Parent/ Guardian should go to class teacher to resolve complaint.

If unresolved , complaint should be referred to the Principal.

If complaint is still unresolved the matter should be referred to the Chairperson of the Board of Management.

Stages 2,3,4,and 5 of complaints procedure are available on CPSMA website, from the Principal and/or Chairperson of Board of Management.

Roles and Responsibilities

All adults working and visiting the school are expected to work within an atmosphere of mutual respect. This atmosphere should permeate the school.

It is expected that all staff, parents and visitors will interact in a polite, respectful and friendly manner. They are expected to model high standards as their example has an important influence on the children.

All adults must adhere to this school's Child Protection Policy

The Teaching Staff:

To co-ordinate, monitor and implement the policy in partnership with parents

To model positive behaviour

To manage the classroom in such a way that children are positively engaged

To involve pupils in drawing up classroom rules

To teach the rules in a way that is age/ability appropriate

To display rules in classroom

To communicate issues of concern to parents/guardians via homework journal

The Ancillary Staff:

To model positive behaviour

To encourage pupils to follow rules and report to teaching staff when rules are broken

To prioritise health and safety and report dangerous/rough/unkind behaviour

To co-operate with implementation of the code

Parents/Guardians:

To co-operate with school in the implementation of this and all other policies

To encourage pupils to keep the school rules

To model positive behaviour

To ensure pupils attend school punctually and regularly

To provide school with written explanation of dates and reasons for all absences on pupil's return to school and to furnish school with a phone number that will access parent/ guardian in the case of an emergency

To attend a minimum of one parent- teacher meeting annually

To pack a nutritious lunch for their child daily

- To support their child to complete their homework and sign their homework journal when homework is completed
- To ensure their child wears the correct school uniform and appropriate footwear to school daily
- To ensure pupils with long hair tie it up at all times
- To take responsibility for their child's conduct and safety outside of school hours
- To keep channels of communication with class teacher open via homework journal
- To encourage their child to tell staff about anything that upsets them during the school day as soon as the incident occurs (bullying prevention strategy)

The standards expected in the Code of Conduct apply in any situation where pupils are still the responsibility of the school. These include school trips, swimming, going to and from the church, fieldtrips and after school games.

Ratified byBrid Condon Deirdre Walsh
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Date18/10/21.....

Review date: October 2022