

Code of Behaviour for Students of Terence MacSwiney Community College (May 2019)



Why do we have a Code of Behaviour?

Many people work together in our school each day and so having respect for each other is very important. Our Code protects the welfare and wellbeing of each individual student and creates a safe, positive learning environment.

School Mission Statement

Our mission is to foster learning, and to guide and nurture all of our students in a caring environment. We aim to fulfil this mission in a spirit of collaboration and partnership with all members of our school and local community.

Restorative Practice Mission Statement

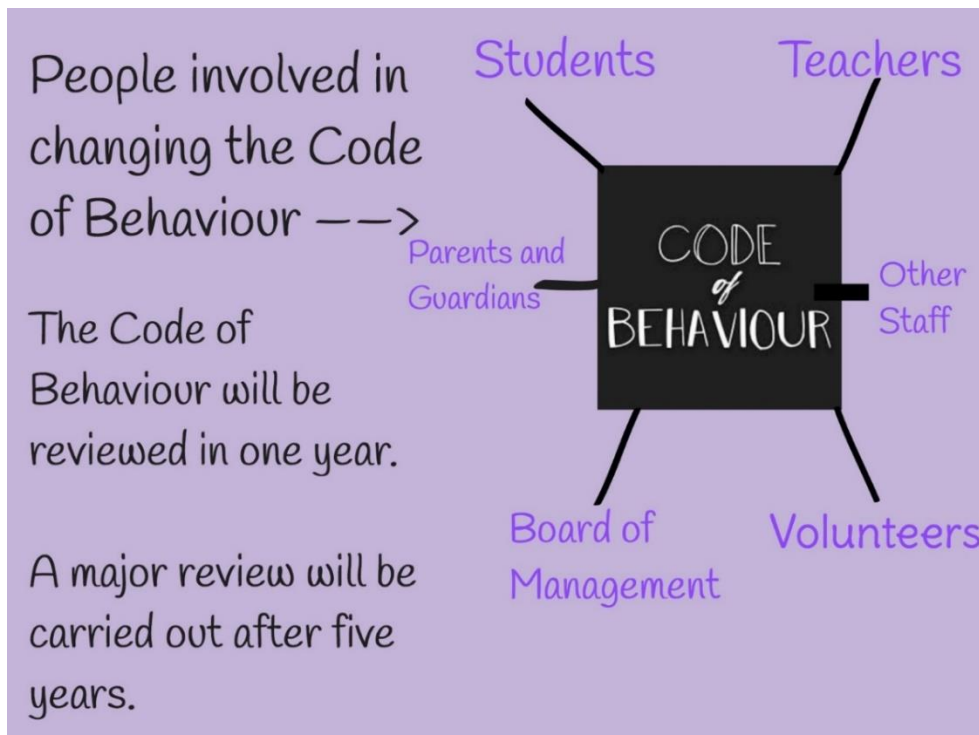
Our school community promotes and supports the use of restorative practices as a way of building and nurturing relationships, which enable learning, health and wellbeing.

Implementation

As the official Code of Behaviour policy of Terence MacSwiney Community College, all registered students of the school will receive a copy of it by hand, and parents, guardians and students over 18 years will be required to sign an agreement to abide by it.

The Code of Behaviour is also available from the school upon request. **Additionally, a copy of our school media contract will be provided at the start of the school year.**

Success Criteria/ Monitoring



Timeframe

This Code of Behaviour was devised in consultation with the students, parents, staff, management and Board of Management of our school. The process began in **January 2019** and the resulting Code of Behaviour was **ratified/approved** by our Board of Management and became official school policy in May 2019

Amendments to the Code of Behaviour will be communicated to the stakeholders in writing. When a major review is carried out, the resulting amended Code of Behaviour will be circulated to all the stakeholders in written format.

Student Voice

At all stages of this review, a large representative group of TMS students were consulted on the COB, and made a significant contribution to the content, layout and formatting of the final document.

The Goals of our Code of Behaviour



How do we let you know about the rules?

Student Voice and our Restorative Justice Programme help students to understand themselves better and to express what they need at school.

All First Years get a copy of the rules and their parents are asked to agree to them.

The Wellbeing programme of the school helps students to understand topics such as bullying, violence and what substance misuse is.

Assemblies are used to remind students about the rules.

School Rules

The school rules are there to help everyone enjoy a safe and respectful school. The rules are there to help create a space where students can learn and teachers can teach. Rules help everyone who works or learns in the building to have a better experience.



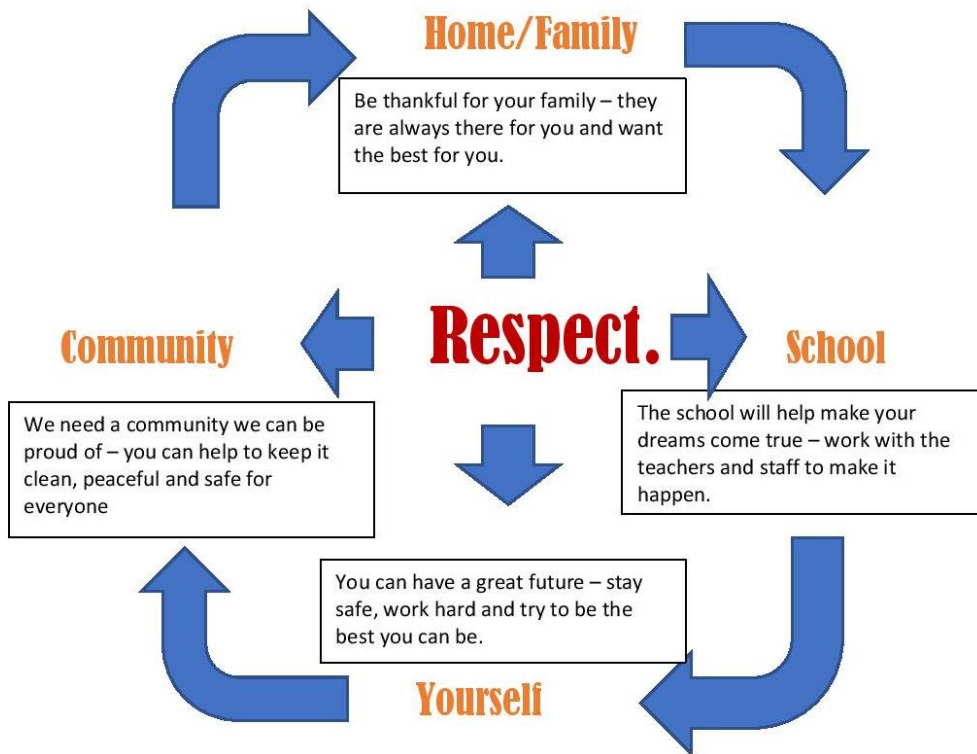
1. Come to school and be on time.

<u>This means</u>	<u>Why?</u>
Come to school everyday	It helps you to achieve more
Be early for school	It is a good life habit
Go to class on time	It is respectful to all
Let us know if you're not here	We are responsible for you
Parents must give permission if you're leaving during the school day	We are responsible for you

2. Come to school clean and tidy in your uniform.

<u>This means</u>	<u>Why?</u>
You wear your school uniform	Be proud of your school.
You bring your sports gear for P.E.	Be ready for activities.
Keep your hair neat, tidy & suitable for working in practical classes.	Good hair is good practice for work.
Coats and Jackets off	Good uniform image.
No smoking on or off school grounds.	Smoking is bad for you.
Little or no Jewellery	Jewellery can be dangerous/unsafe.
Outside the walls	Live up to our uniform

3. The importance of Respect



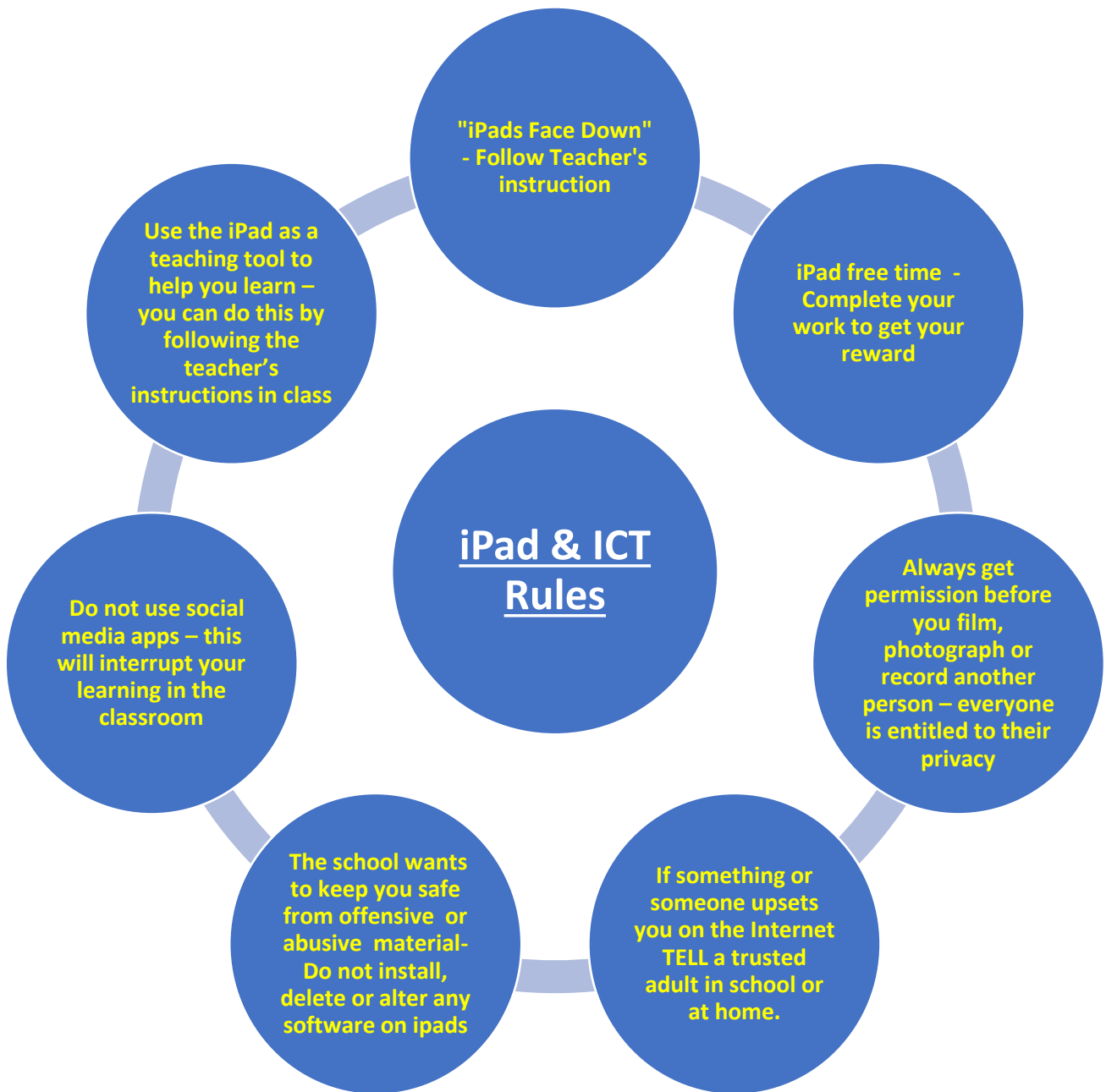
4. Try your best

<u>This means</u>	<u>Why?</u>
Please put up your hand if you have a question	The teacher will help you and the class will know you want help
Write your homework into your journal	It helps you to be organised
Ask your parents to sign your journal	It will help them know what you're studying
Do your homework every night	It helps you understand what was covered in class
Help keep the classroom tidy	It's nicer to work in a clean room

5. Be respectful around the school.

<u>This means</u>	<u>Why?</u>
Going to class on time	Time keeping is an important life skill
Wait for your teacher outside the class	Teachers appreciate when you wait for them
No hanging around in the toilets	Toilets are not a hangout spot
Eating at lunchtime	Eating during class time is not being respectful
Following lunchtime rules	Lunchtime rules are in place to keep you safe
Do not damage school property	Keep the school clean and respectable.
Tell a teacher if property is damaged	Teachers can help to fix the damage.
No weapons, cigarettes, alcohol, substances or anything harmful to be brought to school.	Harmful substances and weapons can ruin lives. Such behaviours will be dealt with at the highest level of school discipline.
Students have the right to work hard in class and are responsible for their work.	To do well at school.
Bullying and other inappropriate behaviour including; name calling, fighting, racist or homophobic comments, excluding or intimidating others is not acceptable.	To treat everyone with respect and to take responsibility for your actions.
Bad language and rude gestures are not acceptable.	To respect yourself and others.

iPad & ICT Rules



Mobile Phone Rules*

Do's

- switch off your phone before you enter the school building
- keep your phone in your school bag
- hand over your phone to a teacher, without argument, if you have been seen using it
- use your phone for specific educational purposes, if a teacher gives you permission
- tell a member of staff if there is an emergency and you need to ring home


Dont's

- use your phone in any part of the school except at the 11.00 a.m. break and at lunchtime between 1.10p.m. and 2.00 p.m.
- use your phone during free classes
- wear headphones during or between lessons for reasons of safety and courtesy
- take out your phone to check the time
- get suspended for not handing your phone to a teacher when you are asked to

***See Mobile Phone Policy**

Positive Behaviour Strategy

The school values and celebrates students who add to school life by keeping the rules. This happens in a number of different ways:

- 
- **School Outing**
 - **Merit Awards**
 - **Praise of student at assembly**
 - **School postcard sent home**
 - **School letter to Parents/guardians**
 - **Verbal Praise by teacher**
 - **Display of Student work in the school**
 - **Recognising achievements on Noticeboards**
 - **Recognising achievements on School TV**

The Student Journal



What is it for?

- Student timetable
- School Code of Behaviour
- Wellbeing Information
- Recording homework
- School communicating with Parents/guardians
- Parents/guardians communicating with school



School to home

- Communicating positive information about students
- Good progress & participation in class
- High standard of completed homework
- Uniform and equipment in order
- Recording concerns e.g. poor behaviour, poor attendance, arriving late, homework not attempted, uniform or equipment issues



Home to school

- Permission slip when a student has e.g. a medical appointment.
- Explanation when a student has been absent
- Record any concerns that a parent/guardian may have about a student
- Request a meeting with a member of staff

Positive Teaching and Learning

Co-operate fully in class

•Why? To learn from the teacher and each other

Bring all necessary class material to school

•Why? To be prepared for learning

Follow teacher's instructions

•Why? It creates a positive learning environment

Do your homework

•Why? To see if you understand what you have learnt in class

Be respectful

•Why? To be kind to one another.

One Voice

•Why? To be heard

Listen

•Why? Students can focus and learn.

Good Teacher Student Relationship

•Why? To create a safe and happy environment.

Be on time/In class

•Why? To ensure you don't miss out on any learning.

No disrupting student learning

•Why? Every student gets an equal chance to learn.

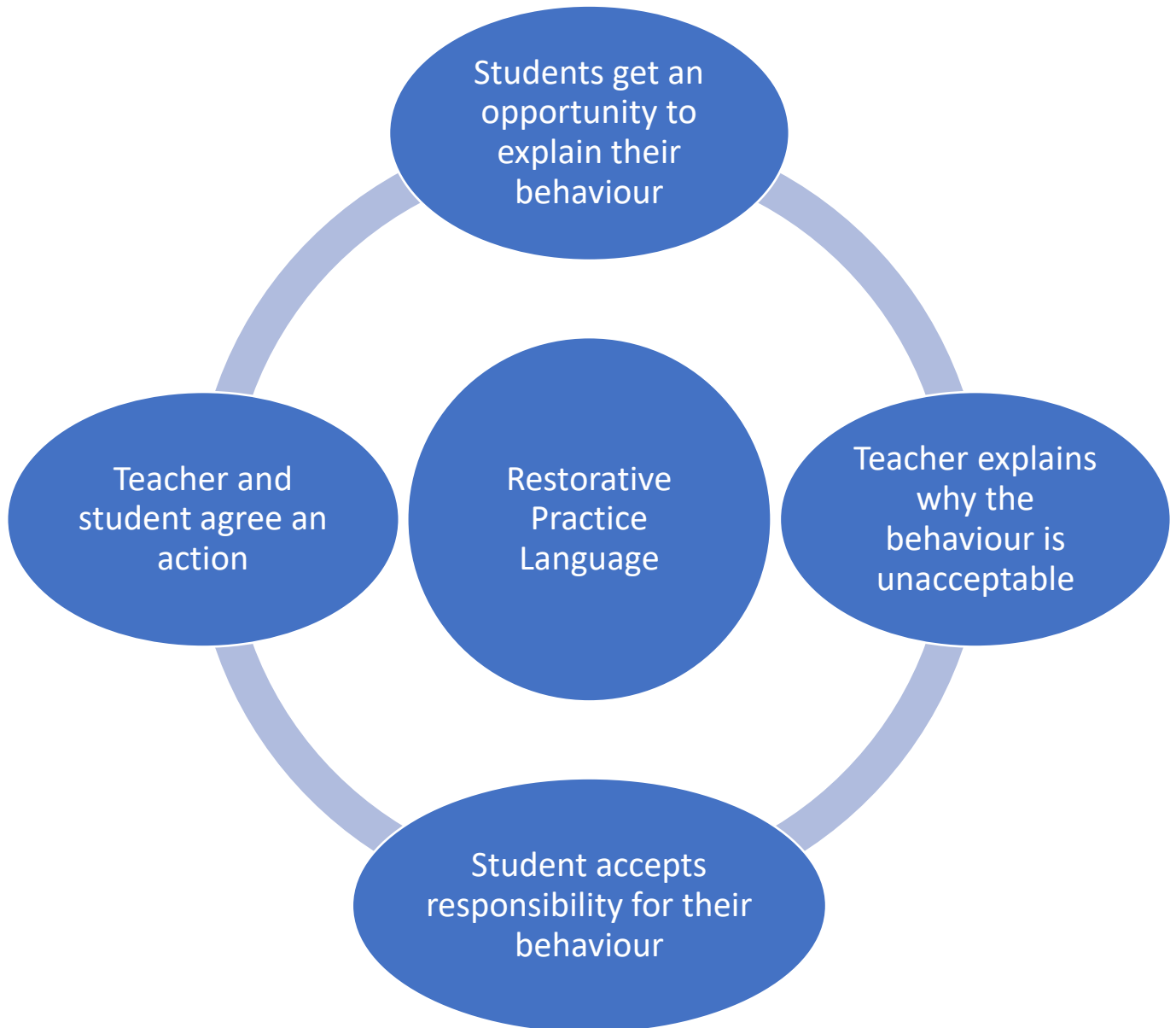
Good work effort

•Why? To ensure you are achieving the most out of your lesson.

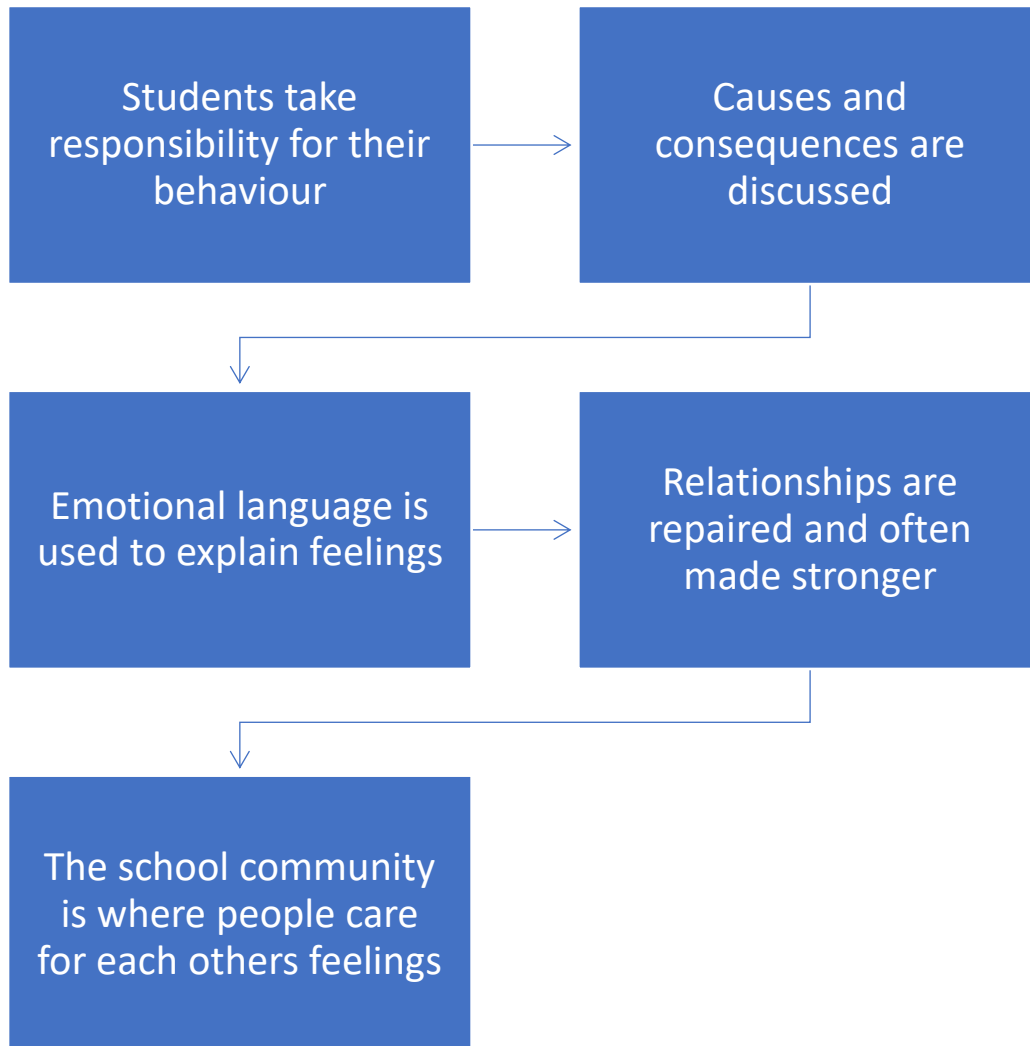
Supporting our Students



How Restorative Language can be used in the Classroom



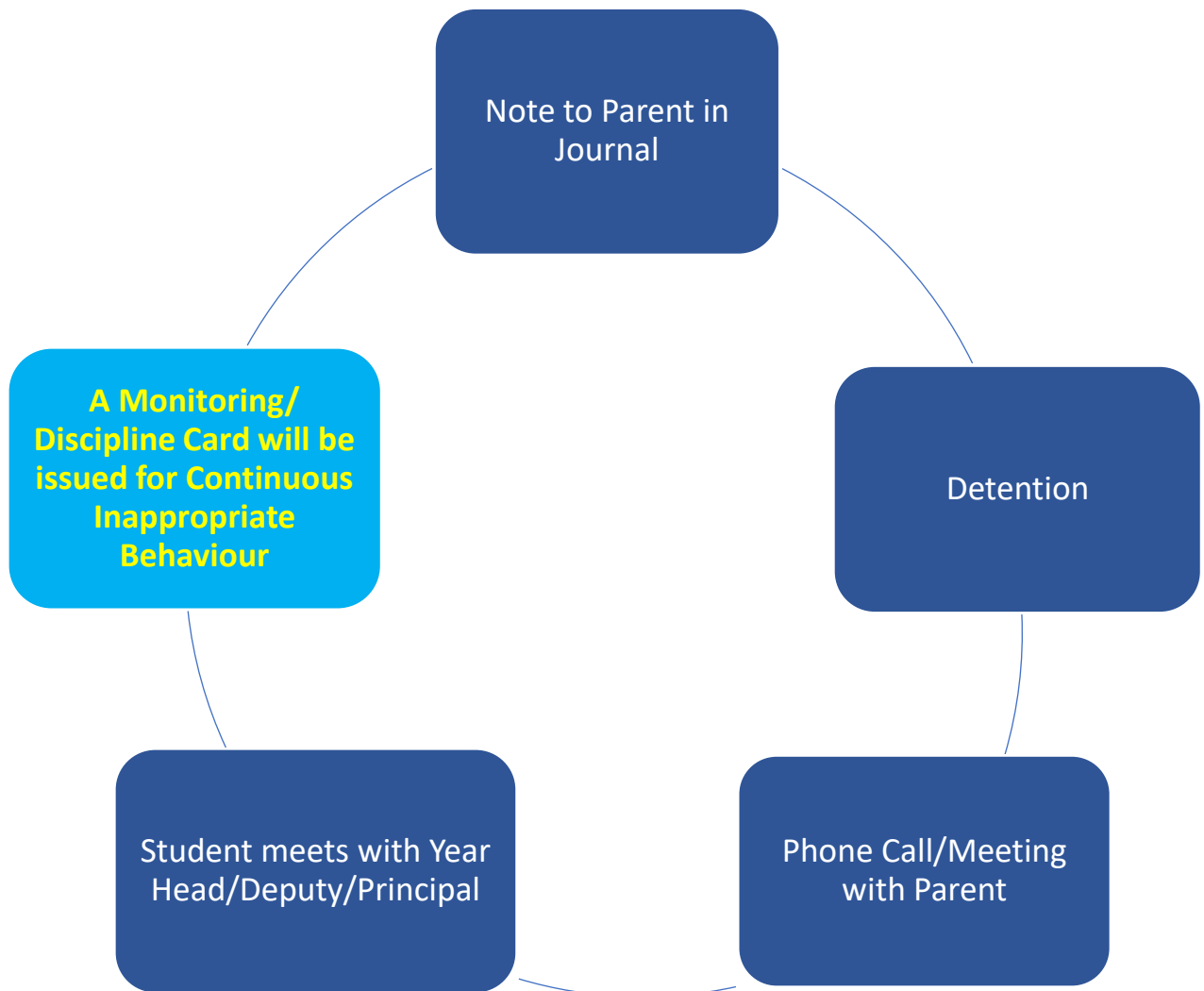
Using Restorative Practice



High Level Intervention Strategy



Any or All of the Following Consequences for Inappropriate Behaviour can be Used



Discipline / Report Card Procedures

Cards issued by Principal / DP / Year Head Monitored by Year Head

Student

- The report card is the student's responsibility
- Get card signed by subject teacher at the end of each class
- Get the card signed by parent / guardian each day
- Show signed card to year Head at Assembly each day, and hand up completed card to Year Head when finished

Teacher

- Write a comment on student's engagement / behaviour at end of class
- Report to Year Head / Deputy Principal if student is significantly not cooperating while on a card

Parent

- Read and monitor teachers' comments each day, and sign card at the end of each day.
- Contact teacher / Year Head / school management if unsatisfied with student's behaviour / teachers' comments, or if teachers' comments are missing

Year Head

- Review completed card at end of assigned period and discuss with student
- If Report Card is not presented or signed, text or phone parent / guardian to arrange a meeting
- Decide if further action is required e.g. referral to SST, and discuss with Principal / Deputy
- Report Card to be placed in student's file when completed

Blue Monitoring Card

Blue Monitoring Card

- *Issued for*
 - Not Attending class
 - Late For class
 - No Equipment
 - Not participating in class
- *Issued by*
 - Class Teacher
 - Year Head
 - Deputy Principal
 - Principal
- *What Happens Next?*
 - Card is returned to Year Head
 - Year Head meets with student to discuss the card
 - Card goes into Student's File
 - Unsigned / Incomplete Card will result in detention & re-issue of card including possible discipline card
- **See procedures for all cards**

Discipline Cards

Yellow Discipline Card

- **Yellow 1**
- Loss or destruction of Blue Card
- After Blue card but continuous low-level disruption from a student, or 50% unsatisfactory comments on blue.
- Directly due to significant high level disruption / incident
- Return from 1st Suspension
- **Yellow 2**
- Loss, or destruction of Yellow 1
- After Yellow 1 but still continuous low-level disruption from a student, or 50% unsatisfactory comments on Yellow 1.
- Return from suspension after Yellow 1
- **All incomplete/unsigned cards will be re-issued**
- **See procedures for all cards**

Orange Discipline Card

- **Orange 1**
- Loss or destruction of Yellow 2
- After Yellow 2 but continuous significant disruption from a student, or 50% unsatisfactory comments on Yellow 2.
- Directly due to serious high level disruption / incident
- Return from Suspension after Yellow 2
- **Orange 2**
- Loss or destruction of Orange 1
- After Orange 1 but still continuous significant disruption from a student, or 50% unsatisfactory comments on Orange 1.
- Return from suspension after Orange 1
- **All incomplete/unsigned cards will be re-issued**
- **See procedures for all cards**

Red Discipline Card

- **Red 1**
- Loss or destruction of Orange 2
- After Orange 2 but continuous significant disruption from a student, or 50% unsatisfactory comments on Orange 2.
- Directly due to serious high level disruption /incident
- Return from Suspension after Orange 2
- **Red 2**
- Loss or destruction of Red 1
- After Red 1 but still continuous significant disruption from a student, or 50% unsatisfactory comments on Red 1.
- Return from suspension after Red 1
- **All incomplete/unsigned cards will be re-issued**
- **See procedures for all cards**

Detention Policy

The Purpose of Detention

Detention is part of the disciplinary process of the school. A student will be placed on detention for non-compliance with the school Code of Behaviour.

Procedure

- A student can be placed on detention on any school day at lunchtime. A text will be sent to parents/guardians.
- Any student who does not attend a lunchtime detention will have to sit detention on the next Wednesday afternoon at 1.10 for a period of one hour. A text will be sent to parents/guardians.
- Failure to do the follow-up detention will result in a parent/guardian meeting before a student is allowed to return to school
- Students who return late to afternoon classes having been on detention will be issued with a further detention the following day for the number of minutes late.
- Students who breach Code of Behaviour rules at a more serious level will be assigned Wednesday afternoon detention.
- Students put on Wednesday detention may also be placed on a disciplinary card (Yellow, Orange, Red), or suspended by school Management, depending on the seriousness of the breach of the Code of Behaviour.

Procedure for Suspension

Before

- Student:**
 - Given an opportunity to write an account of what happened.
 - Meet with a member of the school management team and understand the reason(s) for suspension and the school's expectations of the student while on suspension.
- School:**
 - Ensure all discipline options under the Code of Behaviour have been applied.
 - Consult with the student's support personnel.
 - Copy and record all correspondence.
 - Explain clearly to the student why they are being suspended and what is expected of them while on suspension.
- Parent/Guardian:**
 - Following notification of the suspension from the school via phone call, will collect the child or grant permission to walk home.
 - On receipt of letter, contact the school if unable to attend meeting on proposed date.

During

- Student:**
 - Meet the expectations set out by the school i.e. complete assigned work.
 - Reflect on the incident and complete a Restorative Practice form to better understand the result of their actions and to avoid it happening again.
- School:**
 - All members of the student's support team to be informed of the suspension.
 - Ensure student's file is updated.
 - Notify the EWO in cases of a suspension over 5 days or where the student has been suspended for more than 20 days during the school year to date.
- Parent/Guardian:**
 - Support the school's expectation of the student while on suspension i.e. supervise completion of work assigned.
 - Understand that the student is under their care/responsibility for the duration of the suspension.

After

- Student:**
 - Return to school with a parent/guardian present, in full uniform with appropriate school equipment and work assigned completed.
 - Understands and agrees to the agreed conditions set out by signing the meeting record template.
 - Gives each teacher their disciplinary card to sign and shows it to his/her parent/guardian each night.
- School:**
 - Implement further supports/sanctions where appropriate.
 - Record meeting with student/parent on return to school as well as signed agreed conditions.
 - Place student on disciplinary card and review after 1 week.
 - Notify BOM of suspension
- Parent/Guardian**
 - Attend meeting with child and school management on return to school.
 - Sign agreed conditions.
 - Monitor child's progress on disciplinary card and sign each night.

Procedure for Suspension

Before

Expulsion Policy:

The Board of Management (BOM) of Terence MacSwiney Community College has the authority to expel a student. Expulsion is a serious step and should only be taken by the BOM in extreme cases of unacceptable behaviour. The school should have taken all steps to address the misbehaviour and to avoid the expulsion of the student.

Factors to consider before Expulsion:

1. Nature and seriousness of the behaviour.
2. Context of the behaviour.
3. Impact of the behaviour.
4. Interventions tried to date.
5. Whether the expulsion is a proportionate response.
6. Possible impact.

Actions that should be met before considering expulsion:

- Meeting with parents and the student to find ways to help the student to change their behaviour.
 - The student is made aware of the consequences if the behaviour persists.
- Seek advice from support agencies where appropriate.

Before

Automatic Expulsion:

Terence MacSwiney Community College views Expulsion as a very serious step and will only take cases for Expulsion to the Board of Management in extreme cases of misbehaviour. The school will normally have tried a series of other interventions and will have exhausted all possibilities for changing the student's behaviour. However, exclusion is an appropriate sanction in exceptional circumstances for a first offence, for example:

- ❖ Serious threat of violence against another student or member of staff.
- ❖ Actual violence or physical assault.
- ❖ Supplying illegal drugs to other students in the school.
- ❖ Sexual assault

Procedure for Expulsion

During

Grounds for Expulsion

A decision to suspend or proposal to exclude a student requires serious grounds such as that:

- The student's continued presence in the school at that time is a threat to safety.
- The student's behaviour has had a detrimental effect on the welfare of staff or other students.
- The student's behaviour is a persistent cause of significant disruption to the teaching and learning.
- The student is responsible for serious damage to property.

During

Expulsion Procedures and Implementation

The procedure for expulsion is in line with the NEWB Guidelines. A summary of the procedural steps is as follows:

- A detailed investigation is carried out under the direction of the Principal.
- The investigation will follow the principles of natural justice.
- Parents/guardians and the student are informed of the procedure and kept up to date with the investigation.
- A decision is made (free from bias).
- The Principal makes a recommendation to the Board of Management.
- The Board of Management hold a hearing and considers the Principal's recommendation.
- The student and their parents/guardians are invited to attend the hearing.
- The Board of Management deliberates and makes a decision following the hearing.
- The Principal and parents/guardians are notified in writing of the decision.
- Consultations are arranged by the Educational Welfare Officer to ensure that arrangements are made for the student to continue in education.
- Confirmation of the decision to exclude will be communicated to the parents/guardians after 20 days.

Procedure for Expulsion

After

Appeals against Exclusion

In the case of exclusion, the parents/guardians or a student aged over 18 years, may appeal the Exclusion to the ETB. If unsuccessful in their appeal, they can then appeal under Section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007 to the Secretary General of the Department of Education and Science. The relevant appeal forms are included in the appendices of this policy and are available on request from the ETB and the DES. A mediator will be nominated by the Appeals committee. The Educational Welfare Officer will be consulted.

Procedural Fairness

Procedural fairness is a basic right of all individuals dealing with authorities. All communities have a legitimate expectation that schools (Boards, Principals and teaching staff) will follow these principles in all circumstances, particularly when dealing with suspensions and Exclusions.

After

Procedural fairness is generally recognised as having two essential elements.

The right to be heard which includes:

1. The right to know why the action is happening.
 - The right to know the way in which the issues will be determined.
 - The right to know the allegations in the matter and any other information which will be taken into account.
 - The right of the person against whom the allegations have been made to respond to the allegations
 - The right to appeal.

2. The right of a person to an impartial decision which includes:

- The right to impartiality in the investigation and decision making phases.
- The right to an absence of bias in the decision maker.

To ensure the elements of procedural fairness are met, it is appropriate to provide student and their parents/guardians with details of all allegations relating to the incident. This usually will involve providing copies of any relevant statements. Should the principal be of the view that it is not appropriate to provide copies of the statement, for example, because of a fear that witnesses may be intimidated, full details of the allegations outlined in the statements should be provided instead.