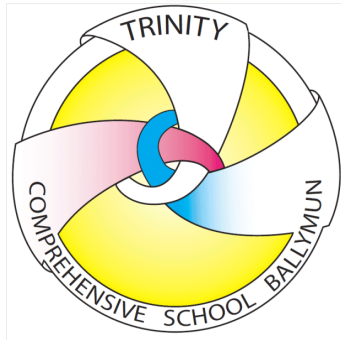


TRINITY COMPREHENSIVE SCHOOL BALLYMUN  
SCOIL CHUIMSITHEACH na TRÍONÓIDE BHAILE  
MUNNA



# Code of Behaviour

Supporting each individual in achieving their full academic, personal and spiritual potential in a healthy, safe and inclusive environment where learning is valued and the rights and responsibilities of all are respected



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# 1. Introducing the Guidelines

This policy covers the following areas:

- The standards of behaviour that shall be observed by each pupil attending the school;
- The whole school approach in promoting positive behaviour;
- The measures that shall be taken when a pupil fails or refuses to observe those standards;
- The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
- The grounds for removing a suspension imposed in relation to a pupil

The Code of Behaviour of Trinity Comprehensive School has been developed in accordance with the National Educational Welfare Board's (2008) guidelines on "Developing a Code of Behaviour: Guidelines for Schools".

## 1.1. Aim

The Code of Behaviour of Trinity Comprehensive School Ballymun aims to build a school community where the rights of all students and staff are respected. It endeavours to create a safe environment so that effective and productive teaching and learning can take place. It encourages all members of the community to be aware of their responsibilities as well as their rights. It is expected that all members of the school community will strive to create an atmosphere that encourages positive behaviour.

## 1.2. Scope

This policy has been drawn up in consultation with the Board of Management, staff, parents and students of Trinity Comprehensive School. It applies to all students in the school, to their parents and to all members of the school staff and management.

### 1.3. Relationship to the school's mission statement

The Mission Statement of our school community is to support each individual in achieving their full academic personal and spiritual potential. We strive to achieve this in a healthy safe and inclusive environment where learning is valued and the rights and responsibilities of all are respected.

### 1.4. Rationale

Trinity Comprehensive School values the rights and responsibilities of all staff and students. In order that effective learning can take place the school has formulated a Code of Behaviour, as required by the Education (Welfare) Act, 2000, section 23. It has been acknowledged and accepted by the parents of all pupils in the school.

### 1.5. Goals

- ⇒ To create a safe learning environment.
- ⇒ To encourage positive behaviour.
- ⇒ To correct unacceptable behaviour by offering guidance and support.
- ⇒ To ensure that all members of the school community are treated with equity and fairness.

## 2. Policy content

### 2.1. Roles and Responsibilities

All members of staff have a responsibility to model good behaviour and to correct misbehaviour.

The class teacher monitors behaviour during class, on the way to class and after class. He or she reports behaviour of concern to Form Teacher or Year Head

1. The Form Teacher has a pastoral role and also closely monitors the behaviour of the students in terms of punctuality, attendance and notes in journals.
2. Members of the resource team advise staff members on the learning needs of pupils
3. The Year Head has overall responsibility in consultation with the Principal for pastoral, academic and behavioural issues in their year group. The Year Head liaises with parents and the Form Teacher; monitors conduct copies and issues support cards. They also liaise with the Deputy and Principals regarding more serious breaches of behaviour.
4. The Deputy Principal may at anytime be consulted regarding cases of misbehaviour but generally intervenes in more serious cases.
5. The Principal may intervene at any time and may issue suspensions and recommend students for exclusion.
6. Care teams continuously monitor the welfare of the students and can refer students to counsellors, Wrap Around Facilitators (WAFs) and other relevant community agencies.

7. Students can be referred to the Behaviour Support Classroom in accordance with established procedures.

## 2.2. School Rules

The rules of the school are kept to a minimum and are based on common sense. We have high expectations of the pupils in terms of their appearance, behaviour and courtesy. Parents are asked to co-operate with the school in making sure that the rules are kept.

A simpler version of these rules appear in the school journal. See Appendix 4 for this version.

### 2.2.1. Respect

1. Students will show respect by speaking courteously to each other and all members of the school staff.
2. Students will not damage school property.
3. Students recognise that rough or bullying behaviour is not acceptable.
4. Students know that speaking to staff in an aggressive manner is unacceptable
5. Students will follow instructions calmly.

### 2.2.2. Attendance

1. Students will come to school every day on time and dressed in the proper uniform.
2. Students will go to all classes and be on time
3. Students will bring all necessary equipment for lessons, including the school journal.
4. Students may leave the school only with the permission of the Principal/Deputy/Year Head and only after parent/guardian have been notified

### 2.2.3. School Work

1. Students will work to the best of their ability
2. Students will allow others to learn
3. Students will listen well and talk respectfully
4. Students will do homework





#### 2.2.4. Phones and audio equipment

1. Mobile phones are banned at all times in Trinity Comprehensive School
2. Students will not use phones or other audiovisual equipment to hurt or embarrass others.
3. Phones, earphones and other audio visual equipment will be confiscated if visible.

#### 2.2.5. Online privacy

Circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of school discipline and may result in disciplinary action. **As part of such disciplinary action the Board of Management reserves the right to suspend or expel a student or students where it considers the actions to warrant such sanctions.**

#### 2.2.5 Health and safety

1. Students will not use any illegal substances
2. Students will help to keep the school environment tidy
3. Food and drinks should only be consumed during the designated break times
4. Students will not smoke on the school grounds

## 2.3. Rewards

Good behaviour, both inside and outside the classroom will be rewarded. Rewards can be either formal or informal.

### 2.3.1. Informal Rewards

1. Praise of an individual or group of students. This can be done in private or publicly at assemblies or over the public address system.
2. Staff are encouraged to inform parents about good behaviour by writing notes in the student's journal.
3. Positive reports of the students progress may be given at parent/teacher meetings

### 2.3.2. Formal Rewards

1. Rewards will be given at monthly assemblies to students, for achievements such as good attendance, good behaviour, punctuality, and academic achievement.
2. JCSP post cards will be sent to parents/guardians.
3. Rewards will be given to Student of the Week/Month/Year.
4. Form Teachers may bring their class on an outing or provide other treats.

## 2.4. Sanctions

Sanctions are used to help students learn that certain types of behaviours are unacceptable. The school favours the restorative approach to discipline. By that we mean that we help students recognise the effect their behaviour has on other people and in so doing students can take responsibility for their behaviour and make the appropriate amends. Students will be helped to understand that they have choices regarding their behaviour and that choices have consequences.

Sanctions are also used to establish boundaries and to protect the wellbeing of staff and students. Should a serious breach of discipline occur, sanctions will be used to prevent serious disruption to teaching and learning and to keep students and staff safe.

Sanctions are issued by way of a ladder of referral and may include:

- Journal entries
- Conduct copy
- Journal Support
- Detention
- Support cards
- Referrals to counsellors and/or behaviour support classroom if school resources permit
- Behaviour Plans
- WAFs
- Intervention of Behaviour Supports including teacher, Year Head, resource department, behavioural support classroom, Deputy Principal, Principal, Chaplain and Career Guidance counsellor
- Meetings with Parents
- Suspensions
- Expulsion

Note: The school day officially finishes half an hour after the end of the last class of the day, so detention may be given without prior notice.

## 2.5. Interventions

If the misbehaviour is relatively minor then it is dealt with immediately by the classroom teacher. The form teacher is consulted if necessary. When misbehaviour is of a more serious nature-continuously disruptive, inability to learn or interfering with the ability of others to learn then some or all of the following interventions are made:

1. Year Head contacts parents
2. Resource personnel consulted
3. Care team devise a strategy in consultation with parents, form teacher, year head, deputy principal, principal
4. Students referred to Behaviour Support Teachers and a plan of behaviour is designed
5. Students referred to Wrap Around Facilitator so that student receives special attention on a daily basis
6. Student receives counselling if necessary
7. Student referred to external agencies

## 3. Behaviour Support Interventions by Behavioural Support Personnel

### 3.1. Procedures and Interventions

**Behaviour Support Personnel in Trinity Comprehensive School** give their support to the improvement and up skilling of student behaviour through the following interventions:

1. Whole School Approach
2. Level 1 and 2 support
3. Level 3 Support

#### 3.1.1. Whole School Approach

All teachers are involved in agreeing an approach to supporting positive behaviour, this is achieved by:

- Agreed styles of Classroom Management
- Engaging in continuous professional development
- Following the guidelines as outlined in the Code of Behaviour

#### 3.1.2. Level 1 and 2 Support

This is a low level targeted intervention which may involve:

- BSC Personnel working in the classroom supporting students that have engaged in Errigal support.
- Engaging in Literacy Programmes as a strategy to promote positive behaviour
- Support given to teachers to target classes by developing relevant strategies
- Check and Connect

### 3.1.3. Level 3 Support (Intensive Programme)

#### 3.1.3.1. Behaviour Plan for students that are a cause for concern in the Junior Cycle

The following are procedures re referring a student to Errigal's intensive programme

1. Student brought to the attention of the Year Head who then discusses the case with Care Team.
2. Student identified as Level 3 category (When a series of other interventions have been exhausted i.e. support cards, counsellor, WAF, etc.)
3. Procedures for Level 3 are as follows:
  - Student profile forms given to all subject teachers. BSC teachers will organize this
  - Behaviour support plan designed in consultation with year head and student and parent
  - Each subject teacher will receive Behaviour Support Plan in the understanding that they will follow the guidelines. The plan will be reviewed during the cycle
  - Students will receive intensive support by BSC team for an intensive period, e.g six weeks.
  - Reintegration Plan will be drawn up by BSC teacher in consultation with the student and a copy given to the relevant teacher
  - Student will maintain the links with the BSC teachers via the Check and Connect Process

#### 3.1.3.2. Behaviour Plan for students that are a cause for concern in the Senior Cycle

If student's behaviour has not improved, not showing improvement on any interventions, suspended numerous times then the following interventions happen

- Meeting with Parents, Student, Year Head and Deputy Principal
- Student to participate in the drawing up of a Behaviour Plan with Parents, Year Head and Deputy Principal

- Counselling offered and targets set with Parents, Student, Year Head and Deputy Principal
- During this part to the process the Deputy Principal and Principal monitor closely the student's behaviour and parents are kept informed.
- If the student succeeds at this stage he/she goes back to the start, but with the previous record being taken into account if poor behaviour resumes.

If there is still no improvement then the Principal may recommend expulsion to the Board of Management.

## 4. Suspension and Expulsion

### 4.1. Authority to Suspend

The Board of Management of Trinity Comprehensive School has formally and in writing, delegated the authority to impose a ‘Suspension’ to the Principal. Suspensions may be for a period of one and up to a maximum of five school days, depending on the nature of the specific behaviour. Furthermore, the Board of Management has formally and in writing delegated to the Principal the authority to impose an ‘Automatic Suspension’ for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one and up to a maximum of five school days depending on the severity of the specific behaviour. The Board retains its authority to suspend a student in all other circumstances.

### 4.2. Immediate Suspension and Automatic Suspension

An ‘Immediate Suspension’ will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An ‘Immediate Suspension’ may be for a period of one to five school days depending on the severity of the specific behaviour. An ‘Automatic Suspension’ is a suspension imposed for named behaviours. The Board of Management of Trinity Comprehensive School, having given due consideration to its duty of care as prescribed by Health & Safety legislation, has determined that the following named behaviours will incur ‘Automatic Suspension’ as a sanction:

1. Discriminatory behaviour
2. Serious or repeated physical intimidation
3. Assault/fighting
4. Possession/distribution of alcohol
5. Possession/distribution of weapons
6. Possession/distribution of pornography
7. Possession/distribution of drugs
8. Theft
9. Deliberately damaging school, staff **or** student property
10. Smoking
11. Throwing items across the classroom
12. Blatant refusal to follow instructions
13. Skipping classes
14. Leaving the premises



An Automatic Suspension may be for a period of one to five school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

1. the duration of the suspension and the dates on which the suspension will begin and end
2. the reasons for the suspension
3. a study programme, if any, to be followed
4. the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).
5. the right to appeal the suspension to the Board of Management

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, the student and parent will have an opportunity to respond.

The Board of Management of Trinity Comprehensive School acknowledges the fundamental importance of impartiality in the investigation process.

### 4.3. Procedures in Respect of Other Suspensions

In cases other than those of Immediate or Automatic Suspension the following procedures will apply: where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the School will initiate a formal investigation of the matter.

The following procedures will be observed;

1. A written letter containing the following information will issue to Parent(s)/guardian(s);
2. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.

3. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Trinity Comprehensive School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made, the Principal will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

1. the duration of the suspension and the dates on which the suspension will begin and end
2. the reasons for the suspension
3. any study programme to be followed
4. the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
5. the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 of the Education Act 1998 and will be given information on how to appeal.

## 4.4. Authority to Expel

The authority to expel a pupil is reserved by the Board of Management.

## 4.5. Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

1. A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if appropriate)
2. As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);
3. Details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
4. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond
5. The Principal (or Board of Management Nominee) will then make a recommendation to the Board of Management
6. Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

1. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
2. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
3. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

4. If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.
5. The parent(s)/guardian(s) will be notified in writing
  - a. as to the date, location and time of the hearing
  - b. of their right to make a written and/or oral submission to the Board of Management
  - c. that they may if they so choose be accompanied at the hearing
  - d. The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

1. the meeting will be properly conducted in accordance with Board procedures
2. the principal (or Board of Management nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
3. each party will be given the opportunity to directly question the evidence of the other party
4. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

#### 4.8. Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

1. Will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion.
2. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
3. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
4. Will be represented at the consultation to be organized by the Educational Welfare Officer

5. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

#### 4.9. Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed,

and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Trinity Comprehensive School acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.

The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

## 5. Implementation procedures of the Code of Behaviour policy

Copies of the Code of Behaviour will be made available to staff and parents. Students will be given a more simplified version in their journals. Form Teachers will inform the students of the content and procedures of the Code. An outline of the ladder of referral will be placed in each classroom. Rewards will be given at regular assemblies. Care teams with Year Heads and Deputy Principals will meet weekly. Members of the Student council will be consulted.

### 5.1. Success criteria of policy

- Students and members of staff treat each other with respect.
- Corridors are calm.
- Students arrive punctually for class.
- Rewards become more popular than sanctions.

### 5.2. Monitoring procedures of policy

The Code will be monitored at

- Year Head meetings,
- care team meetings,
- staff meetings,
- Student Council meetings and at
- Board of Management meetings

### 5.3. Review procedures of policy

The Code of Behaviour will be reviewed after two years by Principal, Deputy Principals, School Development Team, Parents and members of the Student Council.

### 5.4 Covid-19 Protocols

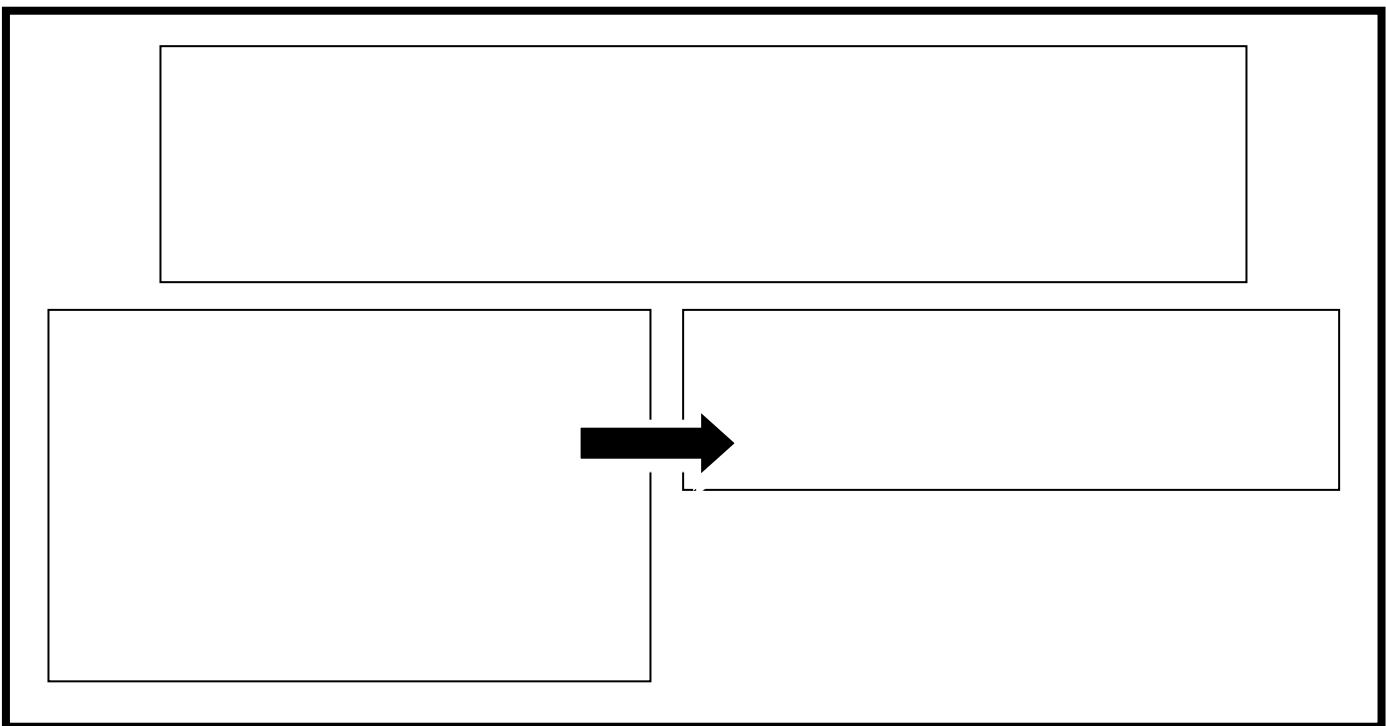
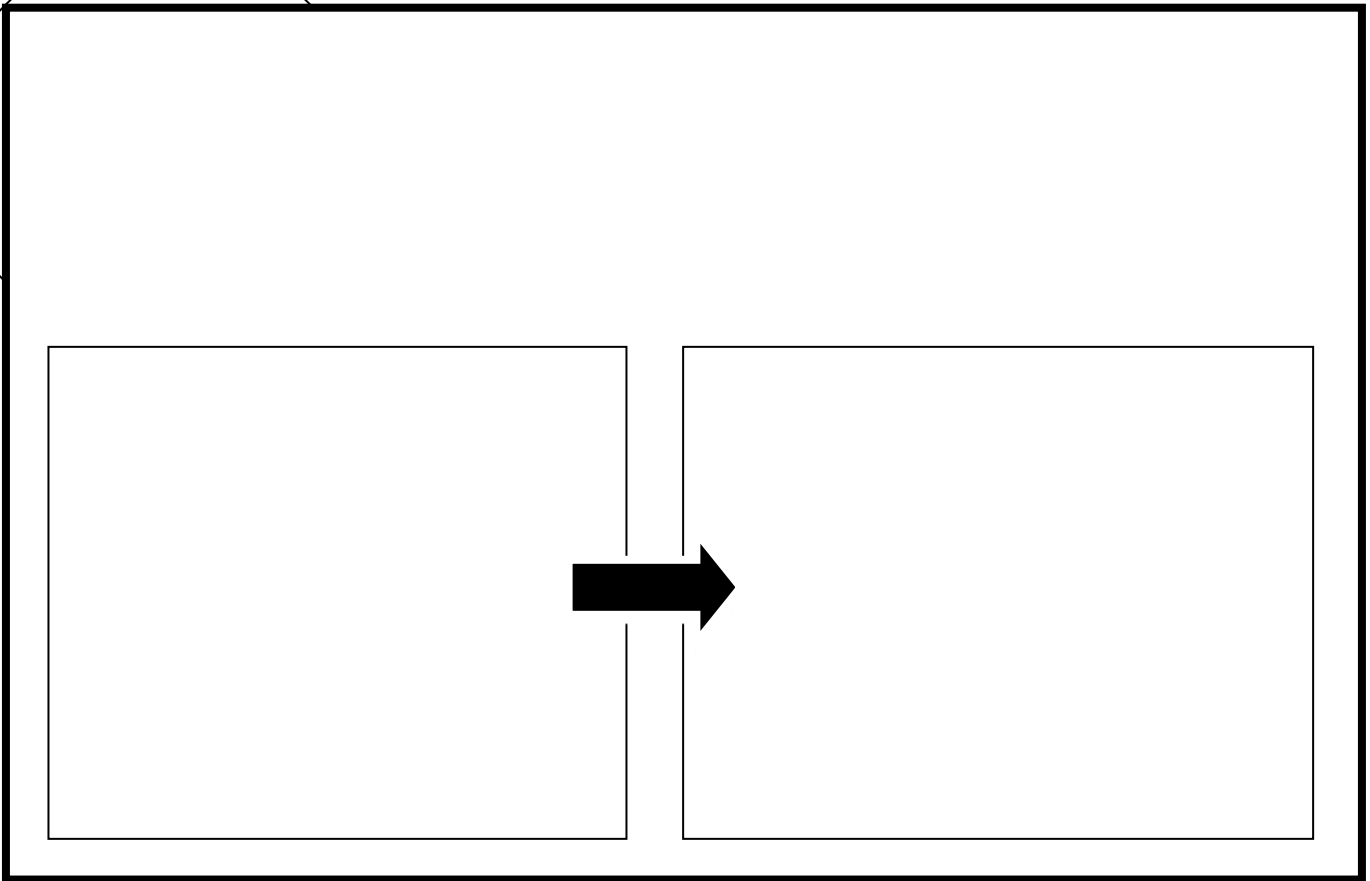
To ensure the health and safety of all students and school staff during extraordinary times such as the Covid-19 pandemic, protocols have been introduced and have been notified and explained to all members of the school community. Failure of any student to observe these protocols will result in immediate disciplinary action and sanction, as outlined later in this Code of Behaviour. In cases of direct threat to the safety of another member of the school community

it may be necessary to refer the matter to An Garda Siochana. Specific actions that will lead to disciplinary action include:

- Refusal to wear a face mask when social distancing protocols cannot be observed;
- Inappropriate use of PPE gear, throwing etc...
- Repeated breach of social distancing rules;
- Behaviour that may threaten the health and safety of the school community (e.g. spitting at a person);
- Failing to observe coughing & sneezing etiquette;
- Refusal to participate in after-class cleaning of desks and chairs.

This list is not exhaustive.

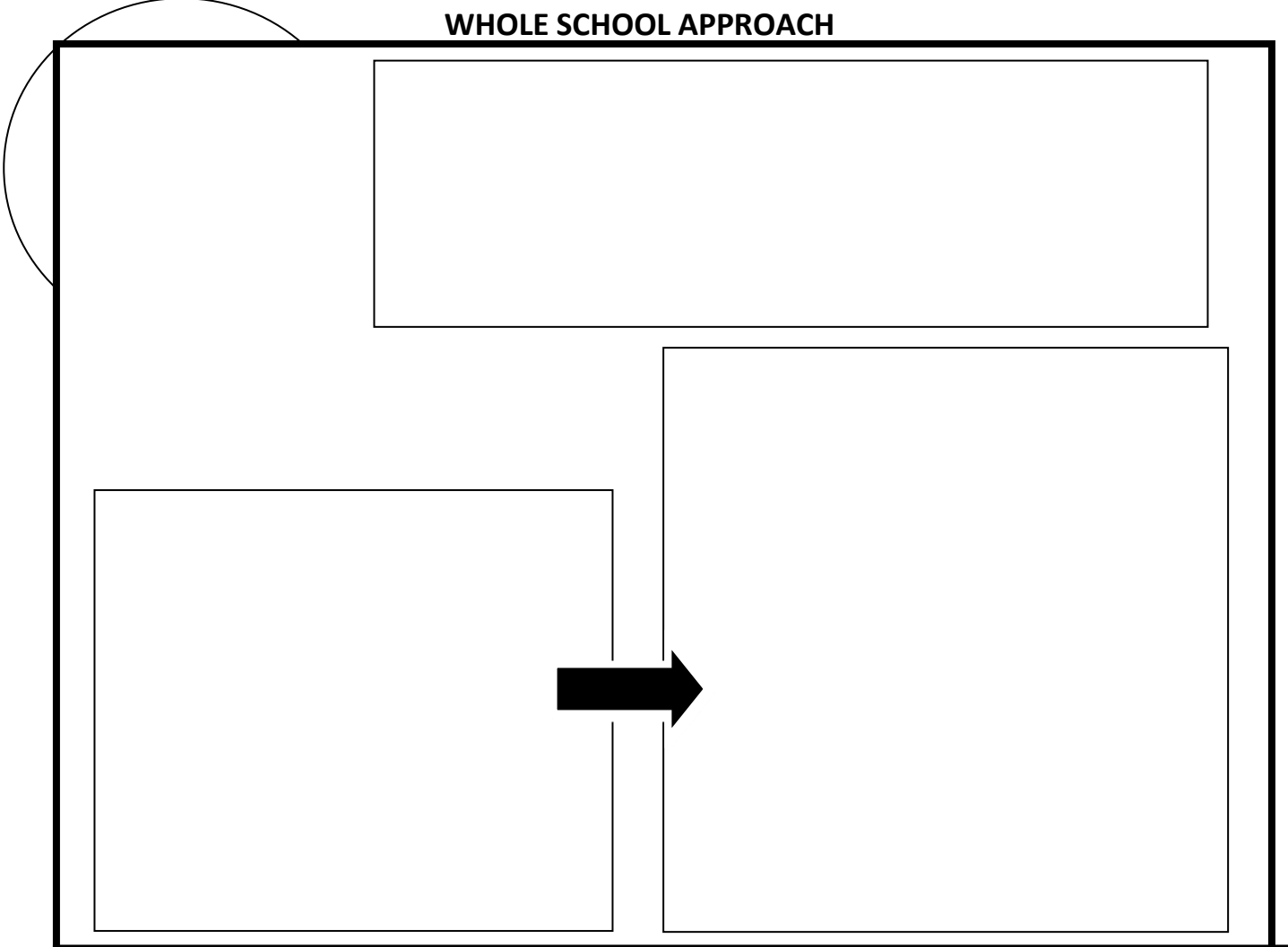
# LOW LEVEL DISRUPTION DEALT WITH BY CLASSROOM TEACHER





PUPILS WHO HAVE NO JOURNAL GET A JOURNAL SHEET FROM THEIR FORM TEACHER (FORM TEACHER TAKES NOTE OF THIS). AFTER 3 TIMES THE PUPIL IS NOT ALLOWED IN SCHOOL UNTIL THEY HAVE A JOURNAL.

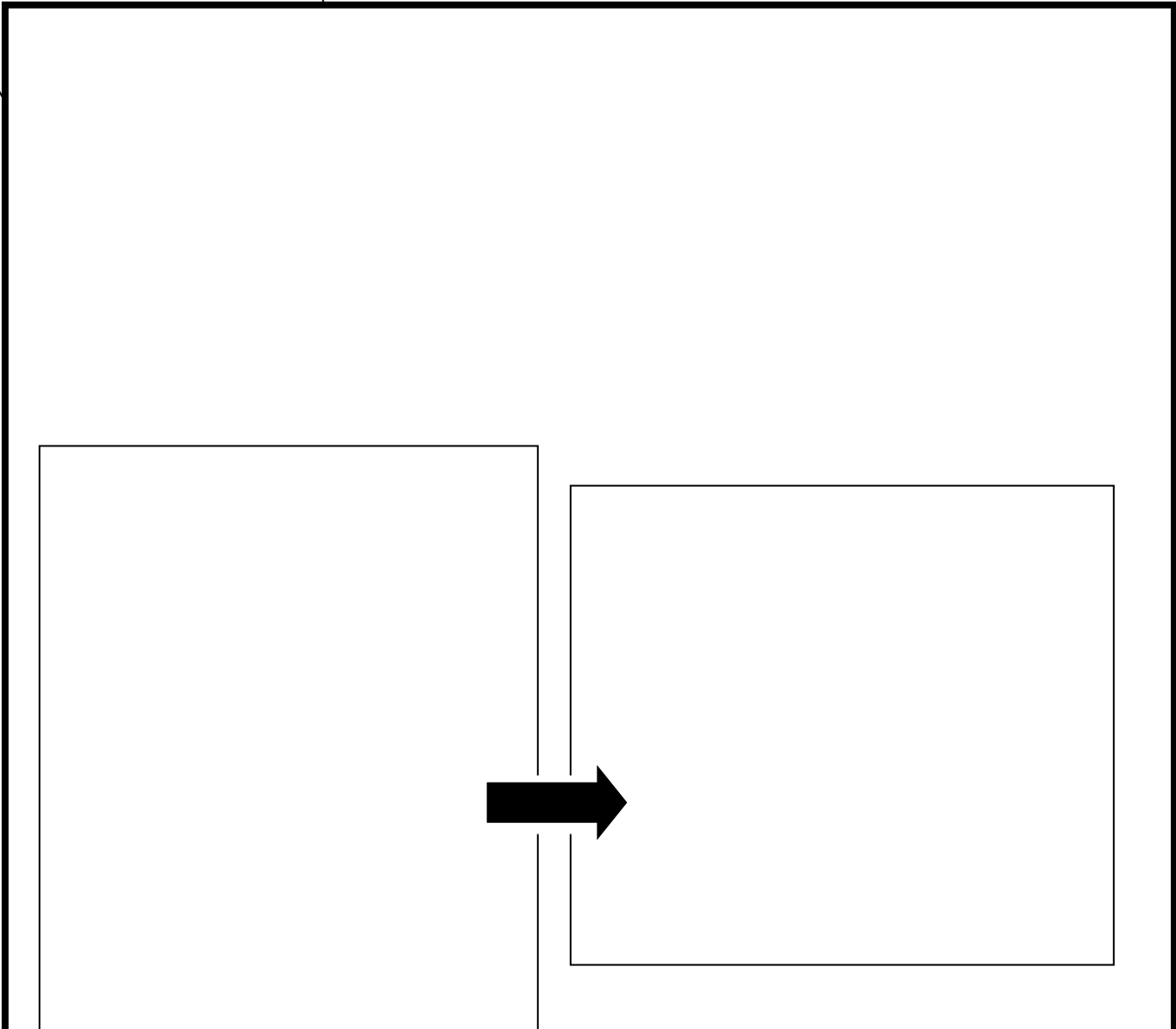
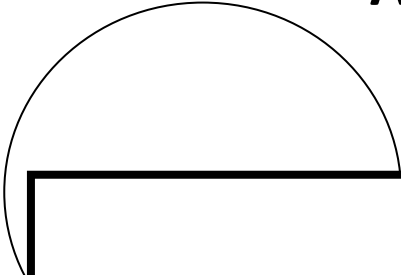
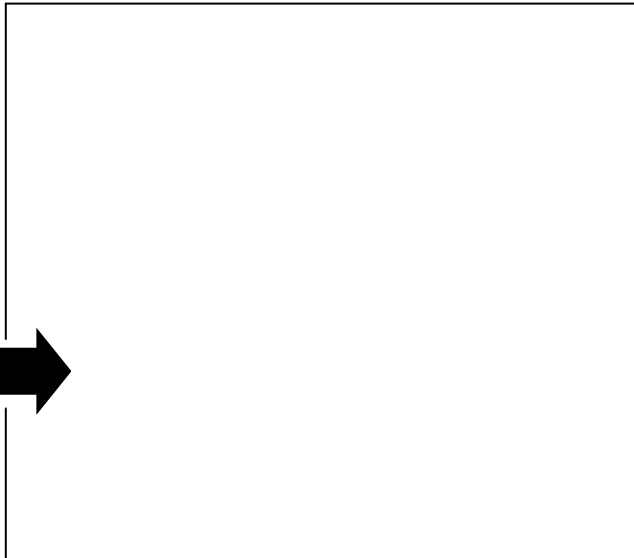
## MID LEVEL DISRUPTION DEALT WITH BY FORM TEACHER IN CONSULTATION WITH THE YEAR HEAD AS PART OF A WHOLE SCHOOL APPROACH





**EPO**

**HIGH LEVEL DISRUPTION DEALT WITH BY  
YEAR HEAD, DEPUTY PRINCIPAL & PRINCIPAL  
AS PART OF A WHOLE SCHOOL  
APPROACH**





## Addition to Level 3:

- Refusal to wear a face mask when social distancing protocols cannot be observed;
- Inappropriate use of PPE gear, throwing etc...
- Repeated breach of social distancing rules;
- Behaviour that may threaten the health and safety of the school community (e.g. spitting at a person);
- Failing to observe coughing & sneezing etiquette;
- Refusal to participate in after-class cleaning of desks and chairs.