



# *Tuam Educate Together N.S.*

## Code of Behaviour

### INTRODUCTORY STATEMENT:

Tuam Educate Together National School is a community where pupils, staff and parents strive to co-exist in an atmosphere of mutual respect and safety. We see every child as being key members of our community and we encourage them to support our community. The aim of the Code of Behaviour is to promote citizenship & good behaviour within our community, using a whole school approach. This code is underpinned by the four principles of Educate Together: equality based; child centred; democratically run and coeducational. This Code of Behaviour was drafted in November 2015 in consultation with the school community. The policy takes into account the following - "Developing a Code of Behaviour – Guidelines for Schools", issued by the National Educational Welfare Board (NEWB).

### AIMS OF THE CODE:

In our school we aim:

- To support equality.
- To promote respect.
- To create an environment where the school community feel safe and valued.
- To promote self-discipline by affirming that everyone's behaviour matters and focusing on good behaviour and personal responsibility.
- To have a framework in place to ensure that the school's high expectations for behaviour are widely known and understood.
- To take into account children with Special Educational Needs during the implementation of the school's code of behaviour.

### SANCTIONS/ THE CARD SYSTEM (Senior pupils)

White Card- for petty offences

Yellow Card- for minor offences or after 5 white cards

Red Card-for a serious offence or after 3 yellow cards or the equivalent of 17 white cards

The card serves as a sanction for the child and a means of informing the parent of the misdemeanour. When a card is given it must be signed by a parent/guardian and returned the following day. If not, a further sanction will ensue e.g. the child can be placed in another class, with work from his/her teacher, until such time as the card is returned signed and the child apologises for his/her behaviour.

On receipt of a red card parents are requested to attend a support meeting in the school. At this meeting parents, the class teacher and a designated other teacher (Principal, Deputy Principal or teacher with responsibility for discipline) will discuss how they can jointly help to improve the child's behaviour. The child may be asked to participate in his/ her own rehabilitation e.g. by filling in a daily self-assessment sheet. The child may also be placed on a notebook as per sanctions listed in this policy. Review meetings may follow for as long as deemed necessary.

Misbehaviour that threatens the safety of the child or others, or behaviour that causes concerns about future conduct on school trips and activities, may result in a child being withdrawn from such activities on health and safety grounds. Pupils who seriously misbehave may be suspended and/or be disqualified from extra-curricular activities.

## JUNIOR INFANTS TO FIRST CLASS

### CLASSROOM SANCTIONS

- Non-verbal warning
- Verbal warning
- Time-out chair/ space
- Visual symbol e.g. storm cloud shown to child
- Send to other class
- Speak to Principal
- Behaviour book (if necessary)

### YARD SANCTIONS

- Non-verbal warning
- Verbal warning
- Name and offence in yard book
- Time-out
- Report to teacher
- Time out of yard in care of a teacher or at the fence
- Inform parent
- Inform Principal and maybe go the office

## OTHER SANCTIONS

- Reasoning
- Confiscation of items deemed dangerous
- Time out in other class
- A staged approach e.g. warning, time out and gradual return, may be used.

## IN EXCEPTIONAL CIRCUMSTANCES

It may be necessary to vary the start/finish time for a disruptive/unruly pupil (or pupil with SEN) and then gradually re-introduce them to the full school day. This will be done only when all other avenues have been exhausted and in full agreement with the parents of the child involved.

## REWARDS: INFANTS-FIRST CLASS

- Praise
- Stickers
- Treats
- Smiley face on board
- Good News book
- Pupil of the week
- Teddy sleepover
- Visit to other teacher or Principal
- Assembly certificate
- Positive feedback to parent/guardian
- dojos

## REWARDS: SECOND-SIXTH CLASS

- Stickers, treats, pencils, certificates at teachers' discretion
- Golden Time
- Assembly rewards
- Praise
- Positive feedback to parents/guardians
- Positive feedback to other teachers and Principal
- Trips
- Pupil of the Day/Week
- Star charts
- Giving child a responsible job

## SANCTIONS: SECOND- SIXTH

- Sometimes the most feasible way to deal with unruliness is to send the pupil to another classroom with plenty of suitable work to do, having first agreed this with the other teacher.
- Time-out table/chair in the room
- Use a timer for cooling down and to indicate when the teacher will be available to talk
- Get the child to draw, colour or write about the incident and what might have been a more appropriate behaviour
- Arrange for a 'time out' detention period during one of the breaks
- Miss 'Golden time' or a treat
- On Health and Safety grounds certain activities may have to be cancelled for individuals or groups
- The child may be sent to the Principal/Deputy Principal
- When deemed necessary a child may be put on a notebook which must be signed by the parent/guardian each day
- The school Card System can be applied with any of the above or as a stand alone sanction

## OFFENCES and THE CARD SYSTEM

### WHITE CARD (Petty offences)

- Continually talking in class—3 warnings to be given
- Continually interrupting—3 warnings to be given
- Continually out of seat/walking around class—3 warnings to be given
- Homework not done (regularly) and no note of explanation
- Squirting drinks or throwing food
- Not obeying exact instructions when teacher leaves the room
- Throwing things in class
- Interfering with or damaging other person's property
- Bad language or insulting gestures towards another person
- Name-calling
- Threatening language
- Fighting
- Misbehaving in corridor or toilets
- Spitting

### YELLOW CARD (Minor offences)

- Persistent name-calling
- Fighting of a vicious nature
- Graffiti
- Damaging school property
- Faking a signature
- Disrespect towards teacher
- Persistent cheeky or smart remarks
- Using a mobile phone in school
- Spitting at another person

- Point blank refusal to carry out instructions
- Stealing

### RED CARD (Major offences)

- Leaving school without permission
- Vandalism
- Wilful destruction of school property
- Smoking on school premises
- Theft (serious)
- Bullying (persistent and serious)
- Violence: seriously assaulting another person
- Serious disrespect towards a teacher, staff member or visitor

Any of the sanctions mentioned on the previous page may be imposed along with the card if deemed necessary.

THE SANCTIONS MAY ALSO BE APPLIED WHEN ON **School Tours/Trips/School run afterschool activities**

and the following also if necessary

- School may be phoned and the child collected
- Child may be banned from further tours/trips
- The parent(s)/guardian may be asked to accompany the child on future tours/trips

## SUSPENSION POLICY

Tuam ETNS reserves the right to suspend pupils in extreme situations. Parents will be involved at an early stage and existing disciplinary procedures will be implemented before resorting to suspension.

- Pupils may be suspended for repeated instances of serious misbehaviour or a single incident of gross misbehaviour. Suspension will be in accordance with the terms of Rule 130 (5) of the rules of National Schools.
- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested to attend the school to meet with the Principal and relevant teachers. In some cases another representative of the Board of Management may also be present.
- In cases of gross misbehaviour the Board of Management will authorise the Principal to sanction an immediate suspension.

- If a child is considered for suspension the parents will be informed and a meeting arranged with the Principal and /or other designated persons. All involved will be allowed to state their case and the pupil will be given the right to reply/comment. Following this, if the decision is to suspend the pupil, the parents will be informed of the form the suspension will take and its duration.
- The school is anxious that the sanction of suspension should be a learning experience and this will be expressed to all concerned. The emphasis will be on rehabilitation rather than punishment. During their suspension the pupil may be requested to write an essay or do a project directly related to their suspension and including how they might improve their behaviour in the future.
- A letter will be given to the parents outlining the length of the suspension (maximum 3 days, whether this will be in school or at home and assignments to be completed if the child is at home. If in school suspension is imposed the child will receive work from the class teacher on a daily basis and this will be done in another classroom decided by the Principal and the teachers involved.
- A record of all suspensions will be kept.

## ADDITIONAL MEASURES

As outlined below, additional measures may have to be taken in the event of a pupil continuing to display problematic behaviour following the receipt of a red card or suspension:

- Members of the Special Needs team, in conjunction with the Principal and class teacher, will examine the child's test scores and assess the child's ability, to determine whether he/she has a learning difficulty and is in need of learning support.
- NEPS may be contacted and a request made for an educational and/or behavioural assessment to be carried out on the child.
- The child may be referred for anger or bereavement management strategies.
- Report Notebook: The child may be given a report notebook into which, at each break in school day, the teacher will record details of the child's behaviour and work. The notebook will then be brought home to be signed by the parents/guardian at the end of the day. This will continue for a defined period e.g. until the child has completed a full week incident free. The notebook can be restarted if the pattern of misbehaviour resumes.
- Mentor System: The child may be assigned a teacher to whom he/she will report after each break to review their behaviour in the yard.
- The child may be removed from the classroom for whatever periods of the day appear to be problematic. An individual programme of work will be provided for these periods.
- An Individual Behaviour Programme may be drawn up to meet the specific needs of any pupil. This will be done by a team including the teacher and other support staff such as the Principal, SEN teacher, the teacher with responsibility for Discipline Policy, School Completion team.
- A Contract of Behaviour may be drawn up between the pupil and the school. The child and his/her parents will be asked sign this
- In exceptional circumstances e.g. on Health and Safety grounds it may be necessary to request that a pupil attend school only until 12 noon when a parent/guardian would be required to take the pupil from school. In such circumstances work would be set for the pupil to do at home. Alternately it may be necessary to vary the pupil's school day between SEN teacher and class.

## EXPULSION POLICY

The Board of Management may consider expulsion of a pupil where it determines that circumstances are of a serious enough nature to warrant such a step.

When a pupil repeatedly places himself/herself, a teacher or other pupils at risk there may be no alternative open to the Board of Management other than expulsion.

In a situation where a pupil has consistently failed to conform to the school Code of Discipline, and has been suspended on a regular basis (more than 3 times) expulsion may be necessary. Expulsion may also be necessary after one grievous incident, even if a pupil has not been suspended 3 times.

Expulsion will take place in accordance with Rule 130(6) of the Rules of National School.

## APPENDIX

The policy should aim to create a positive school ethos where learning and development can take place and to promote the highest possible degree of consensus about standards of behaviour among staff, pupils and parents. A whole school policy should become part of the ethos of the school and should be clearly understood by pupils, parents and the wider school community. It is important that the policy be accepted by all the staff.

The policy should indicate ways in which parents can have easy access to teachers and set down procedures for meaningful communications between both parties.

Pupils are likely to respond positively to such a policy if it is clearly understood and applied in a consistent manner. In this context, Principals should consider consulting older pupils about the relevance of individual rules and regulations.

The attitude of staff will have a critical bearing on how successful the policy is likely to be.

Staff should consider themselves responsible at all times for the behaviour of children within sight or sound of them and should respond promptly and firmly to any instances of unacceptable behaviour. Poor behaviour can stem from a range of causes, some school-based, some external. The problem, then, is complex and a variety of measures required to deal with it.