



**TYRRELSTOWN EDUCATE TOGETHER
NATIONAL SCHOOL**
Phone: 01 - 8272172
Roll No: 20201V

Code of Behaviour Policy

Status	Approved
Version	3.0
Reviewers	BOM, Principal, Deputy Principal, Staff at TETNS
Purpose	To outline the code of behaviour implemented by TETNS

Approved by	M. Hayes (23/11/2015)	Domenico Procopio (23/11/2015)
	_____ (Principal)	_____ (Chairperson)
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1. INTRODUCTION

Tyrrelstown ETNS accepts the requirements of the Education Welfare Act, 2000, sections 23, as outlined in Developing a Code of Behaviour Guidelines for Schools, 2008.

Our code of behaviour is based on the ethos of our school. Respect for everyone as an individual and the promotion of a positive atmosphere in which each child can learn and grow to reach his/her full potential is part of our school code of behaviour. Our code of behaviour recognises and promotes good behaviour. Rules are kept to a minimum, are age appropriate and positively worded.

A high standard of behaviour requires a high level of cooperation between members of staff, pupils and parents/guardians. Parents play a crucial role in shaping their children's attitudes to school and school work. The input of parents, pupils, teaching staff, Principal, and Board of Management, is essential in developing a policy that is inclusive. This policy will be regularly monitored, evaluated and altered as necessary to suit the needs of our school community throughout the development of the school.

2. AIMS

The aims of this document are to;

- create a positive, safe, learning environment in which each child can reach his/her full potential.
- foster self-discipline and a sense of responsibility in pupils based on respect for the adults and children in their school community.
- eliminate and prevent bullying behaviour.
- maintain good order throughout the school, allowing teachers to teach effectively and children to learn.
- assist parents and pupils in understanding the systems and procedures involved in the code of behaviour

3. PROMOTING POSITIVE BEHAVIOUR

Tyrrelstown ETNS adopts a whole school approach to behaviour. This encompasses **School Rules, Playground Rules and Class Rules** as follows.

3.1 School Rules

- Be gentle, be kind and be helpful and respect people's feelings.
- Have good manners at all times.
- Be honest and work hard.
- Listen to people and wait your turn. Everyone's opinion is important. Try and include everyone.
- Walk quietly and carefully inside our buildings.
- Look after everything in the school.
- Keep our school and community litter free.

These rules are promoted in the following ways

- They are included in the TETNS Homework journal which is used by all children from 1st to 6th class
- They are promoted, reinforced and good behaviour is rewarded at assemblies
- They are promoted in class by the class teacher on a regular basis but particularly at the beginning of each school year

3.2 Playground Rules

- Play safely.
- Stay in your play area.
- Stop and Freeze when the bell rings.
- Walk to your line.

These rules are promoted in the following ways

- They are included in the TETNS Homework journal which is used by all children from 1st to 6th class
- They are promoted, reinforced and good behaviour is rewarded at assemblies
- They are promoted in class by the class teacher on a regular basis but particularly at the beginning of each school year

3.3 Class Rules

In addition to the above rules each teacher with the input of the children shall develop class rules. These rules shall be age appropriate for the class level and shall be based on promoting and rewarding positive behaviour.

Teachers may use various methods to promote class rules

- Circle time, where children are encouraged to listen and respect other opinions
- Learn Together, see Learn Together Plan and SPHE, see SPHE Plan, these areas of the curriculum are ideally suited to promoting positive behaviour
- Verbal praise may be used to encourage good behaviour
- Stickers, stars and certificates of merit
- Extra playtime or golden time for older classes
- Homework vouchers for older classes

The class rules and rewards for promoting positive behaviour are at the discretion of the class teacher but shall be within the guidelines of the code of behaviour. See Appendix A for examples of class rules and behaviour strategies.

4. DISCOURAGING MISBEHAVIOUR

Sanctions shall be imposed to discourage misbehaviour. The following sanctions shall be followed in numerical order; however stages may be skipped if the behaviour is of a serious nature.

4.1 Class Procedures

1. In Class

Teachers shall implement age appropriate behaviour strategies for the children in their class, see Appendix A. In general a pupil shall be given a verbal, visual or written warning. If the child continues to misbehave they may be sent to "Time-Out" in class.

2. Out Of Class

If following in class time-out the misbehaviour continues, the misbehaviour shall be recorded by the teacher in their behaviour tracker (see Appendix B), they may be sent to time-out in another class. A yellow behaviour card (see Appendix B) shall be sent home that day by the teacher which must be signed by the parents and returned to the teacher the next day.

3. Detention

Detention may be used where a child continues to misbehave after the *In Class* and *Out Of Class* procedures have been employed. It may also be used for individual instances of misbehaviour which are not of a serious enough nature, in the opinion of the principal, to warrant suspension.

4. Principal/Parental Involvement

In the case of a serious incident or repeated yellow card incidents the child shall be sent to the principal. The principal shall record the visit, warn the child of the possible future consequences of continued misbehaviour. The parents/guardians may be requested to meet with the class teacher and/or Principal. If the Principal or parents are not available for a joint meeting the Principal or Deputy Principal may arrange for the pupil to be removed to another class until the relevant meetings take place.

5. Follow-Up Stages

Daily Report

Following the Teacher/Parent meeting, the child may be put on daily report (see Appendix C) and the behaviour will be monitored for a specified time and jointly signed by parent & teacher on a daily basis.

Suspension

If there is continued misbehaviour during daily report or a single serious incident, the Principal may suspend the child for one day. A two or three day suspension may occur following consultation between the Principal and the Chairperson of the B.O.M. If the misbehaviour continues following a 1, 2 or 3 day suspension a Pupil Behaviour Report will be sent to the Board of Management and the parents may be requested to meet with Board. In this case the school shall comply with the appropriate procedures outlined in Developing a Code of Behaviour: Suspension (Section 11) and the Education Welfare Act 2000 (section 10.3 and 10.4)

Expulsion

Expulsion may follow in extremely rare situations following legal advice and consultation with our Patron Body. In this case the school shall comply with the appropriate procedures outlined in Developing a Code of Behaviour: Expulsion (Section 12) and the Education Welfare Act 2000 (section 10.3 and 10.4)

4.2 Yard Procedures

1. Teacher on yard duty may give the child who is misbehaving a verbal warning. If the misbehaviour continues they may be sent to timeout on yard.
2. For more serious misbehaviour or if misbehaviour continues following timeout, the child may be brought off the yard (either to the first aid area or to the principal's office) and the incident shall be recorded in the Incident book. The class teacher shall be informed of the incident and may deal with it as outlined in stage 2 above.
3. If required stages 3, 4 and 5 outlined above may be implemented.

4.3 Procedure for Other Areas

In other areas of the school, i.e. corridors, stairs etc., where teachers observe misbehaviour they are encouraged to deal with it according to the sanctions outlined above.

5. EXAMPLES OF MISBEHAVIOUR

The following are **examples of serious misbehaviour**:

- Very aggressive behaviour: kicking, hitting and biting which result in injury.
- Serious damage to property.
- Theft of property belonging to school or others.
- Bullying, alienation or intimidation of others, see Anti-Bullying Policy.
- Verbal abuse of a teacher or others.
- Identity-based name calling (This may include bias about appearance, race, culture, gender and gender expression, language, religion, socioeconomic status, disability and sexual orientation).
- Abusive or foul language directed at teacher or others.
- Substance Use, see Substance Use Policy

6. RECORDING

The following records shall be kept regarding behaviour;

- **Behaviour Tracker** - This shall be completed by the teacher when a child is being sent to timeout in another class and a yellow card is being issued. These records shall be kept by the class teacher.
- **Yellow Card** - This shall be kept with the behaviour tracker when it returned by the parent(s).
- **Incident Book** - This shall be used to record any serious incident that occurs on yard.

- **Daily Report** - This shall be completed and kept by the teacher if warranted after meeting with the parents.
- **Pupil Behaviour Report** – In the case of continued misbehaviour following a 1, 2 or 3 day suspension, the principal shall complete a pupil behaviour report and send it to the Board of Management. It shall be kept by the principal.

7. PUPIL ABSENCE

The Education Welfare Act, 2000, states that the Code of behaviour must specify the procedures to be followed in relation to a child's absence from school. In brief parents must inform the school in writing of the reason for the child's absence within three days of the child's return to school. For further information see our Attendance Policy.

8. ROLES AND RESPONSIBILITIES

Board of Management

The Board of Management is responsible for providing a comfortable and safe learning environment for the pupils. It also supports the principal and staff in implementing the code of behaviour and ensures that it is communicated to the whole school community.

Principal

The principal is responsible for creating a positive learning environment by promoting the school rules. He also supports the teachers in implementing the code of behaviour in a fair and consistent manner. He shall liaise with parents and board of management when required regarding inappropriate behaviour.

Teachers

Teachers are responsible for creating a safe and welcoming environment for the pupils. They shall teach and explain the importance of the school rules. They shall praise good behaviour. They shall deal with misbehaviour in an appropriate fashion and keep appropriate records as outlined in the code of behaviour. They shall liaise with the principal and parents when required in order to improve inappropriate behaviour.

Parents and Guardians

Parents and guardians shall be made aware of the code of behaviour on enrolment, the code of behaviour shall also be available on the school website. Parents and guardians should familiarize themselves with the code of behaviour and encourage their children to behave appropriately. They should communicate with the school in relation to any problems which may affect their child's behaviour. They should co-operate with the teachers and principal in instances where their child's behaviour is causing difficulties for others.

Pupils

Pupils should show respect for all members of the school community. Follow the class and school rules.

9. REFERENCES

- Developing a Code of Behaviour: Guidelines for schools, 2008, NEWB
- Education Welfare Act, 2000, NEWB
- Anti-Bullying Policy, 2011, TETNS
- Learn Together Plan, 2011, TETNS
- SPHE Plan, 2011, TETNS
- Substance Use Policy, 2011, TETNS

10. DOCUMENT HISTORY

Version	Description
V 0.1	First draft compiled using a previous hard copy that existed in the school documentation.
V 1.0	Policy Agreed and approved by TETNS Board of Management Nov. 2010
V 1.1	Draft compiled to review existing code of behaviour and to format document according to all policies
V 2.0	Agreed and approved by the Board of Management, Aug. 2011
V 3.0	Agreed and approved by the Board of Management, Nov. 2015

APPENDIX A

The following Appendix contains examples of classroom rules and strategies for promoting these.

Infants	
Rules	Strategies
Be polite Take your turn Share with others Walk don't run (inside) Use your indoor voice Raise your hand Put things away	To reward good behaviour children are moved to the golden star and a token reward is given, i.e. a sticker or library pass. Traffic light system all children begin on green demoted to amber if they break a rule Go to red for repeated misbehaviours and are sent to timeout in class, for no longer than 5 minutes. If misbehaviour continues they may be sent to timeout in another class, see section 4.
Junior	
Rules	Strategies
Kind hands, kind feet, kind words Treat others with respect Try your best.	To reward good behaviour children are given token prizes / stickers. If a rule is broken a verbal warning is given and if misbehaviour continues child is given timeout in class. If misbehaviour continues they may be sent to timeout in another class, see section 4.
Middle	
Rules	Strategies
Listen to everyone in class Keep our school and class neat and tidy Take turns and share Say please and thank you Always tell the truth	To reward good behaviour additional time at an enjoyed activity is given. If a rule is broken a verbal warning is given and if misbehaviour continues child is given timeout in class. If misbehaviour continues they may be sent to timeout in another class, see section 4.
Senior	
Rules	Strategies
Listen carefully Be polite and respectful No interrupting or bullying Try your best. Help others.	To reward good behaviour golden time is given. If a rule is broken children lose five minutes of their golden time. If misbehaviour continues they may be sent to timeout in another class, see section 4.

APPENDIX B

This appendix contains a behaviour tracker template and a yellow card template.

TYRRELSTOWN EDUCATE TOGETHER
NATIONAL SCHOOL
ROLL NO: 20201V

INDIVIDUAL BEHAVIOUR TRACKER

Pupil's Name:	Class Teacher:
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[illegible]

TYRRELSTOWN E.T.N.S
BEHAVIOUR CARD

Dear Parent/Guardian,

Your child,,

Has misbehaved today, ____/____/____

and was sent to 'Time-out' in another classroom

as a result of the following behaviour:

- Repeated disruption of class work
- Being uncooperative
- Being aggressive
- Playground misbehaviour

PLEASE

1. TALK WITH YOUR CHILD

2. SIGN THIS CARD

(SIGNATURE)_____

3. RETURN TO CLASS TEACHER.

Go raibh maith agat!

APPENDIX C

This appendix contains the daily report template.

Report Card for:					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning In Class					
1 st Play Time					
Midday In Class					
2 nd Play Time					
Afternoon In Class					
Signed by Teacher:					
Signed by Parent:					