



**Trinity P.S. Tuam**

**Code of Behaviour**

## **Aims and Rationale:**

### **Our school has a Code of Behaviour to:**

- Allow for the smooth and harmonious running of the school.
- Enable learning and teaching to take place without disruption.
- Promote the safety and happiness of all children in the school.
- Promote self-discipline among the children attending the school.
- Enhance the learning environment of the school by promoting a sense of mutual respect among all members of the school community.
- Increase the cooperation between home and school.
- Outline a structure of fair and agreed strategies and sanctions that will be available to the school in response to negative behaviour.
- Set out standards that are fair and respectful to members of the school community.

**By enrolling your child into our school you are accepting our Code of Behaviour and the standards and expectations that go with it. You are agreeing to the systems that we use to promote good behaviour, the sanctions that we occasionally use to reprimand negative behaviour and our promotion of positive self discipline in the students that attend Trinity P.S.**

**All members of the school community (Board of Management, Staff, pupils and parents) are expected to behave in a responsible and respectful manner at all times.**

**(This policy was informed by “Developing a Code of Behaviour: Guidelines for Schools” from TUSLA)**

## **Responsibilities of the Board of Management:**

- Provide a safe learning and working environment
- Ratify and review the code of behaviour
- Support the principal and staff in implementing the code of behaviour

## **Responsibilities of School Staff:**

- Provide a safe happy place, suited to learning.
- Encourage, support and affirm children of all abilities
- Deal with bullying and be supportive of victims.
- Provide educational support for children who need it and support for children's medical needs
- Be Fair and consistent in the way children are dealt with
- Contact parents at an early stage to inform them of any problems and display a willingness to meet them and to listen to their viewpoint as well as providing suggestions and support about problems in school
- Have respect for different cultural and religious backgrounds.
- Provide support for colleagues

## **Responsibilities of pupils:**

- Show respect for themselves and others
- Listen to instructions/guidance/lessons given, do as requested and participate in school activities.
- Respect all school property, keep the school tidy and wear the school uniform
- Attend school regularly and not miss days without good reason, arrive on time and provide a note to explain absences or lateness (pupils leaving early must be signed out)
- Show staff courtesy and respect and accept her/his authority and responsibility to teach/guide/instruct and to impose sanctions where appropriate in order to run their classes/groups.
- Do homework carefully and completely, listen when others are talking, avoid distracting other pupils from their work and participate in class activities.
- Follow the rules drawn up by their class.
- Be kind to fellow students and respect their differing personalities, include them in activities and speak to them with courtesy and respect  
(Bullying in any form will be dealt with severely)

## **Responsibilities of Parents/Guardians**

- Be familiar with the schools Code of Behaviour and Anti-bullying Policy and show support for teachers in implementing the schools behaviour policy.
- Encourage your child to be respectful of themselves, others and for the property of others.
- Support your child in their schoolwork.
- Ensure that your child comes to school every day and on time collect your child promptly when school is over and provide a note when your child is absent or late.
- Give a contact number where you can be reached in an emergency.
- Be available to discuss a problem and be respectful in your dealings with staff and deal with your child when his behaviour is having a negative impact on others.

**These responsibilities extend to all school activities both campus based and off site excursions.**

## **Strategies for promoting positive behaviour in the school**

The school recognises that a positive, affirming and respectful relationship between pupils and staff is the most effective way of promoting positive behaviour in the school.

With this in mind the school aims to nurture good relationships between teachers, parents and students and to create a happy school atmosphere in the school.

The concrete steps that the school takes towards achieving this include the following:

- The school will have high expectations for student behaviour
- Pupils are given responsibility in the school through involvement in committees along with staff e.g Students Council
- Pupils input will be sought in the development of the code of behaviour/class rules
- School rules and their importance will be revised regularly
- Teachers will ensure that the code is implemented in a fair way
- The support of parents will be sought in the development, review and implementation of the code of behaviour
- Adults will model the respectful behaviour that is expected from students.

Other strategies to encourage and promote good behaviour include:

- positive everyday interactions between teachers and students
- good school and class routines
- good teacher preparation
- clear boundaries and rules for students
- recognising and giving positive feedback about positive behaviour
- exploring with pupils how they should treat each other as part of the SPHE programme e.g Circle Time

### **Positive behaviour programmes and Reward Systems**

Trinity P.S. encourages proven programmes and interventions that promote good behaviour eg. incredible years

Reward systems are also encouraged as part of the schools strategy for identifying and rewarding positive behaviour. They can be used on a class basis to encourage overall good behaviour or as a planned intervention to help an individual or small group to manage their own behaviour. Consistency, fairness and transparency are encouraged in implementing these systems. A range of reward systems are currently in use.

## **Interventions/Strategies and Sanctions**

While the emphasis is on good behaviour and positive relationships, breaches of the responsibilities laid out can result in sanctions depending on the seriousness of the infraction. Incidents can be divided into minor, serious and gross, Most minor incidents will be dealt with during the normal running of the class. Serious or gross misbehaviour will need wider involvement.

Our code of behaviour has a six step sanction process.

### **1. Example of in-class/yard interventions include, but are not limited to the following:**

- Reasoning with pupil and explaining how to deal with a situation
- Seek an explanation, verbal reprimand and advice on how to improve,
- Longer interview away from class
- Change position in class / Temporary separation from peers
- Loss of minor privileges, time out (eg. time out chair)
- Note in Homework Journal / Informal chat with parents
- Incomplete work to be finished or occasionally additional assigned work
- Support from class teacher or support teacher if not already involved
- Temporary removal to another class with appropriate work
- Minor supervised time outs during breaks

If incidents are serious or ongoing teachers may need to move to Step 2

### **2. Wider Involvement can include:**

- Involvement of Principal
- Time off Yard/Supervised detention: Supervised detention during school breaks will be used to deal with unacceptable behaviour in school. This behaviour may consist of incidents of serious defiance, acts of serious & deliberate aggression, incidents of disrespect to a staff member, serious acts of bullying or vandalism

**Guidelines:** Detention will run for one, two or three days depending on seriousness. It involves the pupil being placed in time out off yard or supervised detention in a classroom during "Small Lunch" (15 minutes) and / or Lunch Time (30 minutes). Parents will be notified of detention by sending the supervised detention note home for signing with the pupil. Detention will go ahead even if the note is not signed.

- For recurring problems parents will be notified, by phone, post or delivered by HSCL.
- A formal request from the school that the parents come to the school to discuss a specific incident or a recurring problem with the teacher.
- A formal request from the school that the parents come to the school to discuss a specific incident or a recurring problem with the teacher and/or principal.

All of the additional wider measures are carried out in consultation with the principal.

### **3. Referral Phase/Behaviour Plan**

Should negative behaviour continue following the meeting with parents, another meeting will be arranged between parents and teacher(s) involved as well as the principal. The consequences of continuing misbehaviour will be again explained to parents and the pupil.

For certain pupils especially those with specific behavioural difficulties e.g. ADHD, ODD, or ongoing disruptive behaviour, an Individual Behaviour Plan can be put in place. This plan can be drawn up in consultation with the parents, class teachers, support teachers and school psychologist (if appropriate). This may include extra support to guide and help the student eg. social group/SCP intervention.

A referral for assessment may be agreed if both parties feel that this is appropriate.  
(CAMHS/ED.Psychology)

### **4. Referral Phase (In School Suspension)**

This may be used as part of the referral phase. While still at school and doing school work a pupil may be suspended from his class for a number of days. This will be at the discretion of the school and should not interfere or disrupt other classes.

**Suspension and Expulsion procedures** in Trinity P.S will follow the guidelines laid out in chps 10,11 and 12 of the **Developing a Code of Behaviour: Guidelines for Schools” from TUSLA**  
Please also note:

### **5. Suspension**

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child’s case.

**Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.**

Where there are repeated instances of serious misbehaviour and prior to suspension, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

**In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board has authorised the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.**

**6. Expulsion** may be considered in an extreme case, in accordance with the procedures and Rule for National School, the Education Welfare Act 2000 and the “Developing a Code of Behaviour: Guidelines for Schools” from TUSLA”.

This policy was ratified by the Board of Management of Trinity P.S.

Signed Nuala McGuinn

Date 31/08/22

(Chairperson, Board of Management)

Signed Foraine Beck

Date 31/8/22

(Principal)