



## School Policy on Behaviour

This code has been drawn up after a process which involved consultation with teachers, parents and the Board of Management. The support and co-operation of parents are essential if the code is to be effective. It is underpinned by our desire, through the Social, Personal and Health Education (S.P.H.E.) curriculum, to promote a positive school climate and atmosphere. This policy was amended in response to the COVID-19 pandemic in 2020. See ADDENDUM below.

### Our School Goals

1. To give our children the basic training they need to grow up to be integrated and self-reliant .This training is spiritual, moral, intellectual , emotional , physical and social.
2. To create in our school a climate of trust and love where the staff are supportive of each other and where each child is valued as an individual.
3. To foster loyalty and mutual respect.
4. To help our pupils to grow in maturity and become good citizens.
5. To introduce our pupils to the truth that they may know it, the good that they may love it, and to the beautiful that they may delight in it.
6. To encourage the co-operation and involvement of the whole school community – the pupils, parents, Board of Management, the school’s Inspector and the Department of Education.

### Principles underpinning the Code of Behaviour

- In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to develop self-discipline in each child by encouraging good behaviour. This code recognises the right of each child to education in a relatively disruption-free environment. The school also recognises the individuality of every child and takes this into account when devising the code. The code provides for differentiation in its implementation based on advice and guidelines from outside professionals, i.e. psychologists, etc..
- The children will be involved in the discussion about, and formation of, expected behaviours and rewards.
- Teachers of Gaelscoil Chnoc na Ré place greater emphasis on rewards than on sanctions in the belief that this will, in the long term, give the best results.
- All teachers must uphold the code of behaviour and,with other teachers, be consistent in its implementation.
- Rules will be kept to a minimum and will be explained to the children in such a way that they appreciate that these rules ensure the smooth running of the school for the maximum benefit and safety of all members of our school community.
- The code recognises that all people, both the children and adults of our school community, have rights as well as responsibilities and our code of behaviour will be mutually supportive of these at all times.
- Good behaviour and achievement by the child will be emphasised. The discipline of children who breach the school rules will be enforced to ensure that a fair and just system is established and perceived to be in operation, by all children. It is made clear that it is the behaviour, and not the child, that is rejected.

### Promoting Positive Behaviour

We hope to promote positive behaviour in the school through the use use of a variety of strategies. Examples may include:-

- Praise and encouragement
- Positive comments to child /in copy (related to work/effort)
- Notes to parents/guardians in Homework Journal, etc.
- Point system (whole class reward system)
- ‘Golden Time’
- Award stickers/stars
- Student of the week (Labhairt na Gaeilge)
- Freedom from homework
- School and classroom job privileges
- Rewards/prizes – end of week/term.
- A team approach to behaviour throughout the school is used – teachers/support staff/guests/parents communicate methods of rewarding behaviour.
- SPHE programme
- Religion programme

### **Our School’s Discipline Hierarchy:**

- Reasoning with a pupil
- Verbal reprimand including advice on how to improve
- Contact with parents/guardians
- Temporary removal from the group within the class
- Loss of privileges
- Time out in other class under supervision, and Principal informed.
- Card System (see below) for more serious incidents
- Formal report to the Board of Management
- Suspension (in accordance with the Education Act 1998 and the Education Welfare Act 2000).
- Expulsion (in accordance with the Education Act 1998 and the Education Welfare Act 2000).

**The National Education Welfare Board (NEWB) Guidelines in relation to Suspension and Expulsion are attached as Appendices.**

### **Examples of Minor Misdemeanours:**

(SAMPLES)

- *Interrupting class work*
- *Running in school building*
- *Leaving seat without permission at lunch-time*
- *Throwing litter*
- *Being discourteous or unmannerly*
- *Not completing homework without good reason*

### **Córas na gCártaí/Card System**

#### **YELLOW CARD**

A YELLOW CARD is given for the following:

##### 1. Physical Incidents (SAMPLES)

- *Any dangerous activity in the yard or class*
- *Throwing stones/sticks or other objects at others*
- *Spitting*
- *Dangerous pushing or jumping on other children*
- *Biting*
- *Scraping/marking another child deliberately*
- *Damaging school, staff or children’s property*

##### 2. Verbal Incidents (SAMPLES)

- *Shouting/screaming in a threatening manner*

- *Insulting a child or adult*
- *Inappropriate/bad language*
- *Lying about an incident or other person*

### 3. Continuous Misbehaviour

- *Not cooperating with school staff continually, e.g. being disrespectful, refusing to follow instructions*

#### **Who issues the card?**

Decision of an individual teacher who may consult with another staff member. The teacher must be certain the incident has occurred and fully investigate the circumstances. The teacher informs the Principal/Deputy Principal who also signs the card.

#### **What happens when a child receives a Yellow Card?**

1. The parent is contacted by phone.
2. The child's name, the date and explanation of incident are recorded on the card. The teacher and Principal/Deputy Principal sign the card and a photocopy of the card goes in the Discipline folder.
3. The card is attached to the Homework journal.
4. The incident should be discussed at home with parent(s) and returned to the school signed by the parent.
5. Rang Smachta (Discipline Class) – a child receiving a yellow card will spend 15 minutes in this class at lunch time doing extra work assigned to him/her. The class teacher will be responsible for implementing this. In senior classes the child will be asked to write an account of the incident (signed by the parents)
6. In the case of a second yellow card, a meeting is arranged between the parent(s) and the class teacher to discuss the child's behaviour.

#### **RED CARD**

A RED CARD is given for the following:

1. For three yellow cards in a period of 3 months.
2. Immediately in the event of a serious incident (SAMPLES)
  - *Deliberate physical assault on others, e.g. kicking, striking, choking, hands around child's neck, etc.*
  - *Violent pushing or jumping on other children*

*Behaviour that endangers others, e.g. throwing furniture*

- *Bullying*
- *Continuous insulting/name-calling*
- *Defiantly refusing to cooperate with teachers or staff*
- *Stealing*
- *Falsifying parent's signature*
- *Leaving the school without permission*
- *Inappropriate language or actions*
- *Racist language*
- *Continuous bad language*

#### **Who issues the card?**

Decision of at least two staff members – a teacher and the Principal (or his nominee) It is important that accurate information is collected, as well as a thorough investigation taking place.

#### **What happens when a child receives a Red Card?**

1. The school contacts the parent(s) immediately or as soon as possible that day and a record of the conversation/contact with parents is kept in the Red Incident Book
2. The child's name, the date and explanation of incident are recorded on the card. The teacher and the Principal/nominee sign the card and a photocopy of the card goes in the Discipline folder.
3. The card is attached to the Homework journal.
4. The incident should be discussed at home with parent(s) and returned to the school signed by the parent.

5. Rang Smachta (Discipline Class) – a child receiving a red card will spend THREE 15 minute sessions in this class at lunch time doing extra work assigned to him/her. The class teacher will be responsible for implementing this. In senior classes the child will be asked to write an account of the incident (signed by the parents)
6. A meeting is arranged between the parent(s), the Principal and the class teacher to discuss the child's behaviour.

### **What happens when a child receives a second Red Card?**

1. Steps 1-5 above are followed and a note inviting the parent(s) to a meeting is also sent home.
2. A meeting between the parent(s), the Principal and the class teacher takes place and the child will attend for part of this meeting.
3. If a child receives two or more red cards, the child may be suspended after the Principal has discussed the case with the relevant teacher(s), the parents and following consultation with the Board of Management.

### **OTHER NOTES**

- A Yellow Card is valid for 3 months and then is removed from the record. A red card stays on the record for the school year but is not carried forward from year to year. However, previous year cards may be taken into account in the case of continuous inappropriate behaviour.
- If a parent refuses to sign a yellow or red card, and the Principal is satisfied that the correct process was followed, then the card will stand.
- Parents may seek a review of the decision to award a card by following the agreed **INTO/Management Complaints Procedure** (attached).

### **The following are the stakeholders' responsibility in relation to the Code of Behaviour:**

#### **Board of Management's Responsibilities:**

- Provide a comfortable, safe and stimulating environment.
- Support the Principal and staff in implementing the Code.
- Ratify the Code.
- Review the Code.

#### **Principal's Responsibilities:**

- Promote a positive learning climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

#### **Teachers' Responsibilities:**

- Support and implement the school's Code of Behaviour.
- Create safe working environment for each pupil.
- Recognise and affirm good behaviour.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal fairly and consistently with misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.
- Show respect for all members of the school community.

#### **Pupil's Responsibilities:**

- Attend school regularly and punctually.

- Listen to their teachers and act on instructions / advice.
- Show respect for all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Take care of themselves and others.
- Do not exclude other pupils from games and activities.
- Bring correct materials / books to school.
- Follow school, class and yard rules.
- Show respect for all members of the school community.

### **Parents / Guardian's Responsibilities:**

- Encourage children to have a sense of respect for themselves, for others and for property.
- Ensure that children attend regularly and punctually and are collected in time.
- Be interested in, support and encourage their children's school work.
- Be familiar with Code of Behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect their child's progress / behaviour.
  - Show respect for all members of the school community.

### **Addendum: \*\*COVID-19\*\***

During the current COVID-19 crisis, we all have a responsibility to keep each other safe and well. In order to do so, we have high expectations of our students to follow the rules and guidelines of the school related to;

- Following any altered routines for arrival or departure
- Following school instructions on hygiene, such as handwashing and sanitising
- Following instructions on who pupils can socialise with at school
- Moving around the school following specific instructions (for example, one-way systems, out of bounds areas, queuing, lunch routines)
- Expectations about sneezing, coughing, tissues and disposal
- Telling an adult if they are experiencing symptoms of COVID-19
- Rules about sharing any equipment or other items including drinking bottles
- Amended expectations about break and play time, including where children may or may not play
- Use of toilet facilities

Behaviours of concern would include:

- failure to comply with requests from staff to practice social distancing
- behaving inappropriately which causes offence or concern to other students and members of staff
- pranks or fake coughs/sneezes
- spreading unfounded rumours or stories that a student / students or members of staff have tested positive for Covid-19.

Students must not spit or deliberately cough on another student or staff member. This will be considered a serious misbehaviour and will be dealt with accordingly.

## Rialacha na Scoile

Tá na rialacha briste síos i bhfoirm simplí.

### **G (Is í) Gaeilge** teanga na scoile. *Irish is the language of the school*

- Is í an Ghaeilge teanga laethúil na scoile.

### **A Am Ceart, áit ceart** *Right time, right place*

- Bí poncúil. Tosaíonn scoil ag 08:50. Beidh páistí a thagann tar éis glaoch rolla-(9.50) á mharcáil as láthair.
- Tá ithe agus ól teoranta do amanna sosa sa rang agus ní sa chlós.
- Ba chóir an éide scoile cuí a chaitheamh i gcónaí.
- Ní mór do gach dalta a bheith i líne ag deireadh na sosanna. Ní mór do na daltaí dul ar aghaidh go socair chuig an seomra ranga in éineacht leis an múinteoir ranga.
- Ní chóir, ar chúis ar bith, do pháiste fearann na scoile a fhágáil gan cead.
- Tá úsáid na nguthán póca le linn uaireanta scoile coiscthe.

### **E Éistimis le chéile** *Listen to one another*

- Beidh páistí umhal i gcónaí do, agus léiróidh siad meas ar, gach múinteoir agus foireann eile na scoile.
- Ba chóir do pháistí éisteacht le leanaí eile sa rang agus na rialacha ranga a leanúint.

### **L Labhair i gceart** *Speak correctly*

- Ní ghlacfar le drochtheanga ar chúinse ar bith.

### **S Siúl** *Walk*

- Siúl go díreach chuig agus ó leithris.
- Nuair a bhuaileann clog na scoile, STOP, ansin SIÚL agus ansin SEAS sa líne.

### **C Bí Cúramach** *Take Care*

- Tá polasaí Bia Shláintiúil i bhfeidhm sa scoil (ta cosc ar bhia beagmhaitheasa, guma coganta, srl)
- Ní mór meas a thaispeáint do gach maoin, do threalamh na scoile agus do leabhair.
- Ar chúiseanna sláinte & sábháilteachta, tá cosc ar seodra seachas fáinní cluas stodaí agus fáinne amháin.

### **O Oibrigh go maith** *Work well*

- Ní mór do gach paiste obair ranga agus obair bhaile a thriail agus a bheith déanta go cúramach.

### **I Iarracht i gcónaí** *(Make an) Effort always*

- Táimid ag súil go ndéanfaidh páistí a ndícheall i gcónaí.

### **L Bí Lách agus dea-bhéasach** *Be gentle and well-mannered*

- Bí ag spraoi go sábháilte taobh amuigh, ag tabhairt aire duit féin agus do dhaoine eile, agus na rialacha clós a leanúint.
- Ní ghlacfar le bulaíocht d'aon sórt.

Cnag agus fan roimh dul isteach sa seomra foirne.