

# Gaelscoil Eoghain Uí Thuairisc Garrán na Fuinseoige Ceatharlach

## CODE OF BEHAVIOUR

The aims of the Code of Behaviour of Gaelscoil Eoghain Uí Thuairisc are:

- To provide guidance for pupils, teachers and parents of behavioural expectations;
- To provide for the effective and safe operation of the school;
- To develop pupils' self-esteem and to promote positive behaviour;
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect and understanding of others;
- To facilitate the education and development of every child;
- To foster caring attitudes to one another and to the environment;
- To enable teachers to teach without disruption;
- To foster a sense of co-operation and collaborative responsibility within the school community;
- To balance the educational needs of a student whose behaviour is unacceptable with the educational needs of other students in the school;
- To provide positive support, including active teaching of relevant skills, for those students who are more vulnerable to behaviour problems.

## IMPLEMENTATION

**LEARNING, RELATIONSHIPS AND BEHAVIOUR ARE INEXTRICABLY LINKED.** Good behaviour is an outcome of effective learning and good relationships, and influences how students learn.

Some key principles are shared by almost all developed models of behaviour.

- Behaviour has meaning. It is not random. It serves a purpose and has goals, though these goals may not be easy to recognise
- Behaviour can be learned. This means it can change
- Behaviour takes place within a particular context and in relation to other people  
Understanding the context is central to understanding the behaviour
- What teachers, other adults and other students do in response to a student's behaviour is critical in influencing the choices students make about how they behave
- Effective teaching and learning are closely linked to good behaviour
- Positive acknowledgment is a very effective way of influencing and promoting good learning behaviour
- The quality of relationships affects behaviour.

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

## **PUPIL INVOLVEMENT**

Pupils are included in the drawing up of school rules in an age – appropriate manner. This is done regularly but particularly at the beginning of each school year where discussion takes place between each class and their teacher regarding the need for school rules in the context of the safety and progress, both social and academic, of all pupils. Examples of rewards and sanctions are agreed.

## **STAFF INVOLVEMENT**

The Principal and staff draw up a proposed Code of Behaviour in accordance with National Educational Welfare Board Guidelines on “Developing a Code of Behaviour for Schools.”

## **PARENTAL INVOLVEMENT**

The proposed Code of Behaviour is presented to Parent Representatives for discussion after it has been drawn up by the Principal and staff and amended if appropriate.

## **BOARD OF MANAGEMENT**

The Code of Behaviour is presented to the Board of Management for discussion and ratification.

## **GENERAL GUIDELINES FOR POSITIVE BEHAVIOUR**

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance, to have all books and required materials and to be in the right place at the right time.
4. Pupils are expected to obey a teacher’s instructions, to work and to present assignments neatly to the best of their ability.
5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing or by phone or verbally by the parent, stating the reason for absence.

## **BULLYING**

Bullying is systematic verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, exclusion, intimidation, extortion, isolation and taunting. Bullying will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school’s Anti-Bullying Policy.

## **AFFIRMING POSITIVE BEHAVIOUR**

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

## **STRATEGIES/INCENTIVES**

- A quiet word or gesture to show approval
- A comment on a child’s exercise book
- Córás na gCártaí
- A visit to another class or Principal for commendation
- Praise in front of class group
- Individual class merit awards, points awards or award stamps
- Delegating some special responsibility or privilege
- Homework Off Vouchers

- Written or verbal communication with parent
- Dalta an Lae/Dalta na Seachtaine
- School Assembly – Celebration of noteworthy behaviour.

### **DISCOURAGING MISBEHAVIOUR**

The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Efforts will be made to understand the child's behaviour and all sides of the story will be investigated. If appropriate, a programme of suitable behaviour will be drawn up with the child and the child will be encouraged and supported to change his/her behaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development.

These will include:

- Reasoning with pupil
- Verbal reprimand including advice on how to improve
- Temporary separation from peers within class and/or temporary removal to another class
- Temporary separation in school yard e.g. to walk with the teacher on duty and or removal to another play area
- Prescribing extra work
- Loss of privileges
- Note in child's "Dialann Scoile"
- Communication with parents
- Referral to Principal
- Principal communicating with parents
- Exclusion (Suspension or Expulsion) from school in accordance with NEWB guidelines.

Pupils will not usually be deprived of engagement in a Curricular Area, except on the grounds of health/safety.

### **DEGREES OF MISDEMEANOURS.**

The degree of misdemeanours i.e. minor, serious or gross will be judged by the teachers and/or Principal and/or Board of Management based on a common sense approach with regard to the gravity/frequency of such misdemeanours, as follows:

### **EXAMPLES OF MINOR MISDEMEANOURS**

Interrupting class work/arriving late for school/ running in school building/ Running on school stairs/talking in class line/leaving seat without permission /placing unfinished food/drinks cartons in class bin/leaving litter around school/ not wearing correct /full uniform/being discourteous/unmannerly/not completing homework without good reason/deliberately endangering self/fellow pupils in the school yard.

### **AN GHAELIGE / IRISH**

**An Ghaeilge** is the first language of the Gaelscoil. It is spoken formally, informally and at all school related events. Children are encouraged to learn and to use **an Ghaeilge** from their first day at school and are expected to speak completely **as Gaeilge** from mid-March of their Senior Infant year.

If the rule of speaking **as Gaeilge** is broken, the following system is applied:

1. If the rule is broken for the first time, the child's name is recorded in the Leabhar Béarla / English Book, the child signs a slip indicating that they have broken the rule for the first time and parents/guardians sign the slip also. The child's teacher speaks to the child regarding this rule.

2. If the rule is broken for the second time, the child's name is again recorded in the Leabhar Béarla / English Book, the child signs a slip indicating that they have broken the rule for the second time and parents/guardians sign the slip also. The principal speaks to the child regarding this rule.
3. If the rule is broken for the third time, the child's name is again recorded in the Leabhar Béarla / English Book, the child signs a slip indicating that they have broken the rule for the third time and parents/guardians sign the slip also. The principal speaks to the child's parents/guardians regarding this rule and requests that they support their child regarding keeping it.

### **SCHOOL UNIFORM**

Pupils are expected to dress neatly in school and to wear the correct and full uniform on the appropriate days. The school uniform consists of brown pinafore/skirt/trousers, cream shirt, brown tie, brown jumper or cardigan and dark footwear. The length of pinafores and skirts is to be of appropriate length. During warm weather, the pinafore/skirt/trousers may be substituted by cream or brown shorts.

School tracksuit consists of plain black tracksuit bottoms, white polo shirt, school tracksuit top (green with red and yellow stripes) and runners. During warm weather, tracksuit bottoms may be substituted by black shorts.

Footwear is to be appropriate and safe e.g. no platforms or high heels.

Hair is to be neat, properly kept and inspected regularly for head lice each Monday during the school term. Hair styles are to be appropriate for school. Hair colour is to be natural.

Pupils with pierced ears may wear one pair of neat stud earrings in the earlobe, in line with the school's Health and Safety Regulations. If the pupil has extra ear or body piercings, this jewellery is to be removed or fully covered with a plaster when coming to school.

All types of make-up are prohibited, including fake tan. Nails are to be kept clean, short and natural. Gel, shellac, false nails etc. are not allowed.

If a pupil breaks any of these rules, they will be asked to correct the issue immediately where possible or by the next school day at the latest.

### **EXAMPLES OF SERIOUS MISDEMEANOURS.**

Constantly disruptive in class/telling lies/stealing/damaging other pupil's property, having a mobile phone on school premises, bullying/back answering a teacher/frequenting school premises after school hours without appropriate permission/leaving school premises during school day without appropriate permission. Not working to full potential/using unacceptable language/bringing dangerous items to school. Deliberately injuring another, refusing to do as a staff member asks.

### **EXAMPLES OF GROSS MISDEMEANOURS.**

Aggressive, threatening, violent or intimidating behaviour towards another/intentional damage to property/causing intentional injury to others. Possession of inappropriate items and potentially dangerous items and substances.

The above lists are not exhaustive.

## **SUSPENSION/EXPULSION**

Before serious sanctions such as, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances. In the case of gross misbehaviour or persistent disruption to class, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents. The Board of Management of Gaelscoil Eoghain Uí Thurisic reserves the right to take such reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school and that the safety of all students, staff and visitors is secured.

Expulsion may be considered in an extreme case, in accordance with the Rule of National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with NEWB guidelines.

## **IMPLEMENTING THE SUSPENSION**

### **Written notification**

The Principal should notify the parents and the student in writing of the decision to suspend. The letter should confirm:

- the period of the suspension and the dates on which the suspension will begin and end;
- the reasons for the suspension;
- any study programme to be followed;
- the arrangement for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour);
- the right of appeal to the Secretary General of the Department of Education and Science (*Education Act 1998, section 29*);
- the right to appeal the suspension or expulsion of a pupil in accordance with Section 29 of the Education Act 1998, when the total number of days for which the student has been suspended in the current school year reaches twenty days.

## **REMOVAL OF SUSPENSION (Reinstatement)**

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

## **SCHOOL RULES**

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly. School rules are outlined in the pupils' Dialann Scoile.

## **BEFORE/AFTER SCHOOL**

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time 9.20am or after the official closing time of 2pm (Infants) 3pm (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved

by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

### **BOARD OF MANAGEMENT'S RESPONSIBILITIES**

- Provide a comfortable, safe learning environment;
- Support the Principal and staff in implementing the code;
- Ratify the code.

### **PRINCIPAL'S RESPONSIBILITIES**

- Provide support for all staff and pupils in implementing the Code of Behaviour
- Promote a positive 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
- Seek advice from the school's N.E.P.S. psychologist or advise parents to seek advice from the H.S.E. through their G.P. if appropriate.

### **TEACHERS' RESPONSIBILITIES**

Support and implement the school's code of behaviour

- Create a safe working environment for each pupil
- Recognise and affirm good work
- Prepare school work and correct work done by pupils
- Recognise and provide for individual talents and difference among pupils
- Be courteous, consistent and fair
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with misbehaviour
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Monitor patterns of misbehaviour
- Draw up a behaviour plan for student if appropriate
- Communicate with parents when necessary and provide reports on matters of mutual concern.

### **PUPILS' RESPONSIBILITIES**

- Take part in drafting school rules
- Attend school regularly and punctually
- Listen to their teachers and act on instructions/advice
- Show respect for all members of the school community
- Respect all school property and the property of other pupils
- Avoid behaving in any way which would endanger other
- Avoid all nasty remarks, swearing and name-calling
- Include other pupils in games and activities
- Bring correct materials/books to school
- Follow school and class rules.

### **PARENTS'/GUARDIANS' RESPONSIBILITIES**

Encourage children to have a sense of respect for themselves and for property

- Ensure that children attend regularly and punctually;
- Be interested in, support and encourage their children's school work;
- Be familiar with the code of behaviour and support its implementation;

- Co-operate with the teachers in instances where their child's behaviour is causing difficulties for others;
- The onus is on parents/guardians to ensure that their children's hair is free from head lice and to deal with the problem promptly if notified by the school authorities;
- Communicate with the school in relation to any problems which may affect child's progress/behaviour;
- Seek advice from the H.S.E. and from other outside agencies through their G.P. if appropriate and share any recommendations with the school.

This Code of Behaviour was formulated in consultation with Staff, Board of Management, Parents and Pupils of Gaelscoil Eoghain Uí Thuairisc and is regularly reviewed. The staff, as a team, works to ensure that all policies and practises support the objectives of the Code of Behaviour.

**Reviewed and Amended by Board of Management on 30<sup>th</sup> September 2019.**

**Signed:** \_\_\_\_\_

**Chairperson, Board of Management**

**Review Date: Autumn 2021**