

# **Gaelscoil Chnoc Liamhna**



## **Cód Iompair Code of Behaviour**

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## INTRODUCTION

As a result of a collaborative process between the teaching staff of the school (Principal, Teachers and Special Educational Assistants), Board of Management, Parents Council, Students Council and Psychologist this **Code of Behaviour** was developed.

As the school's governing body, the Board of Management has ultimate responsibility for ensuring compliance with the **Code of Behaviour**. Within the school, the overall day-to-day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

In Gaelscoil Chnoc Liamhna, we are hoping to foster positive relations with parents and guardians and have their support in implementing this **Code of Behaviour**. We have adopted a positive **Code of Behaviour** with emphasis on encouragement and reward so that good behaviour can prevail in our school.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

*Should there be any discrepancy between the Irish and English in this policy, it is accepted that the Irish is the correct version and the English is provided as a translation.*

## 2. AIMS

The aims of this policy are:

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights 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 and pupils to learn without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the parent's handbook, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

### 3. GUIDELINES FOR BEHAVIOUR IN SCHOOL – SCHOOL RULES

#### *General school /class rules:*

- We communicate entirely through Irish except during English lessons
- We have respect for ourselves and others
- We are kind and willing to help others
- We show courtesy, good manners and honesty
- We show respect for our own property and the property of others
- We show respect other students and their learning
- We follow instructions from staff immediately
- We walk quietly in the school building
- We try to use respectful ways of resolving difficulties and conflict
- We ask permission to leave the classroom/yard/school
- We always try our best
- We wear the appropriate uniform proudly

*The aforementioned rules will fall under the following headings:*

#### **These are the 6 Basic Rules of the School:**

1. Respect
2. Irish
3. Prepared and Ready
4. Learning Environment
5. Safety/ Wellbeing
6. Best Effort

**Courtesy** and **respect** are essential. Disrespectful behaviour towards other pupils or towards any staff member (e.g. defiance, cheek, insolence) is unacceptable. It is important for students to respect the right to learn of their fellow classmates. Any behaviour which interferes with this right (e.g. constant disruption of the class, persistent distracting of others) is considered unacceptable behaviour.

At the beginning of each academic year, the class teacher will teach/revise the rules with the children, based on our **Code of Behaviour**. Where possible, they emphasise positive behaviour (e.g. ‘Walk’ and not, ‘Don’t run’). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual differences. Where difficulties arise, parents/guardians will be contacted at an early stage.

### ***Yard Rules***

Pupils should treat others as they would like to be treated themselves. Any behaviour which endangers or offends others is not permitted. Rough behaviour e.g. fighting, kicking, spitting, pushing is forbidden. Games or activities considered to be dangerous shall be prohibited. Any behaviour which interferes with other pupils' play is not permitted. Pupils may not leave the playground for any reason during breaks without permission of the supervising teacher.

**The Yard Rules include: (These fall under the 6 school rules headings but will be highlighted to the students)**

1. Seeking permission from the supervising teacher to leave the yard for any reason
2. Playing safely and fairly.
3. Speaking *as Gaeilge* at all times
4. Keeping yard and school environment litter-free and tidy
5. Leaving their lunch and toys in the classroom
6. Respecting the personal space of others
7. Respecting all school property
8. Listening to the Bell: First Bell: Freeze, Second Bell: Line-up
9. No climbing of railings
10. Follow staff instructions immediately
11. Lining up quickly and quietly and leaving and returning to the classroom in an orderly fashion.

### ***Behaviour in the school environment, during after-school activities and on school outings***

**Respect** and **courtesy** to others are essential. Any kind of verbal or physical abuse is unacceptable. The use of foul language among pupils is unacceptable. Bullying or intimidation of other pupils is prohibited and is always regarded as a serious offence. Pupils must show respect for school property at all times. For reasons of safety and to minimise accidents, pupils should move about the school in an orderly manner.

When pupils participate in after-school activities or go on school outings, they are expected to fully adhere to general school rules. They should always co-operate fully with school staff. Pupils are encouraged to be respectful of each other on their way to and from school.

## 4. STRATEGIES TO ENCOURAGE AND PROMOTE GOOD BEHAVIOUR

Part of the vision of Gaelscoil Chnoc Liamhna is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Class teachers use a variety of motivational systems e.g. Class Dojo, stamp books, and star charts. Praise is earned by the maintenance of good standards, by consistent effort as well and by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work. Rewards will be given for efforts made and not just for achievement.

**The following are some examples of how praise and encouragement might be given:**

- Dalta na Seachtaine, Gaeilgeoir na Seachtaine, Matamaiticeoir na Seachtaine, Scribhneoir na Míosa, Homework Pass
- Golden Time
- Weekly Competition for the class with the best Irish and line on the yard.
- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- A visit to another member of staff or to the principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege e.g. merit certificate, homework pass, extra golden time
- A mention to parent, written or verbal communication
- *Bualadh Bos* in class, on the yard or special mention at assembly
- Games during yard time.
- Book Club and Board Games yard club

### The Zones of Self- Regulation: Which Zone are you in?

All children will be taught how to recognise and regulate their emotions using the Zones of Regulation. They will learn how to inform the teacher of their emotions and the need for a movement break/ quiet time away from the class/ desk.



## **Movement Breaks, Braincalm, Tranquil Room**

Our SNA's and SET teams/ teachers help draw and implement behavioural plans and targets and they also help with exceptional cases by using movement breaks, Braincalm, the Seomra Suaimhneach and Wellbeing exercises.

## **Wellbeing**

The school implements the **Weaving Wellbeing Scheme** from R2-R6 and holds a Wellbeing Amber Flag from Pieta House.

## **5. UNACCEPTABLE BEHAVIOUR**

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents/guardians will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

### *Examples of minor misbehaviour include:*

- not wearing appropriate uniform
- behaviour that interferes with teaching and learning
- bringing in chewing-gum
- not completing homework
- telling lies
- speaking English
- not following instructions
- Not following the class rules
- Not following the yard rules
- Not holding on to the railing on the stairs
- All of the above fall under breaking one of the 6 school rules

### *Examples of serious misbehaviour include:*

- behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- rude or disrespectful behaviour
- using bad language
- behaviour that repeatedly interferes with teaching and learning
- threats or physical hurt to another person
- speaking English repeatedly
- damage to property
- theft

***Examples of gross misbehaviour include:***

- repeated and sustained minor or serious misbehaviours (despite intervention and earlier sanction)
- assault on a staff member.
- violent assault of another pupil
- bringing dangerous implements to school
- serious theft
- serious damage to property
- serious bullying (of a continuing nature despite intervention)
- carrying drugs, alcohol, tobacco, cigarettes, e-cigarettes or other vaping devices
- Racism
- Homophobia
- Using smart devices to record or make calls while on the school premises
- Leaving the school/school outing without permission

***Bullying***

Bullying is repeated aggression – physical, verbal or emotional - conducted by an individual or group against another or others.

- PHYSICAL: includes pushing, shoving, punching, kicking, poking, tripping, etc.
- VERBAL: name calling which hurts, insults or humiliates
- EMOTIONAL: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions. “Cyber/text” bullying.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner.

Issues in relation to bullying are explored continually during SPHE lessons and using Circle Time, Drama etc.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. **The first person to be informed should be the class teacher.** This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

**ISOLATED INCIDENTS OF AGGRESSIVE BEHAVIOUR, WHILE NOT TO BE CONDONED, CANNOT BE DESCRIBED AS BULLYING.**

## 6. SANCTIONS

**The purpose of a sanction is to bring about a change in behaviour by:**

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour

**A sanction may also:**

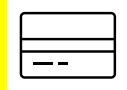
- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their well-being is being protected

**In instances of more serious breaches of school standards, sanctions may be needed to:**

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe

These are the following steps that will be used in the case of bad behaviour: They begin on Step 1

### Dréimire Scoile:

<b>Step 6</b> 	<b>A meeting with the Principal/Vice Principal &amp; Class Teacher</b>
<b>Step 5</b> 	<b>Yellow Card/ Phone call from the Principal/Vice- Principal</b>
<b>Step 4</b> 	<b>Cárta Bán to be Signed (X3 = Step 5)</b>
<b>Step 3</b> 	<b>10 minutes detention at lunchtime (X3 = Cárta Bán)</b>

<b>Step2</b> 	<b>Discussion between student and class teacher</b>
<b>Step 1</b> 	<b>Tick</b>
<b>Oral Warning</b>	

- These steps are wiped weekly and the student starts from scratch at the beginning of each week.
- A maximum of one step may be worked off if a teacher believes the child's behaviour has improved sufficiently during the day to warrant it.
- A step may not be appealed, the decision of the school is final on this matter.
- In the case of serious or gross misbehaviours, pupils may be referred directly to the Principal/ Vice Principal
- The student may also be put directly on to Step 5 or 6 as a result of gross or serious misbehaviour.
- In certain cases the class teacher may feel that a break from the class or a chair at a different table may be needed for the student to regulate or for the lesson to function as desired. If this is the case a student may be asked to sit in another class for 15 minutes with work provided.
- In certain cases the teacher can ask the principal/ vice-principal to intervene if they deem it necessary.

#### **Sanction for Yard misbehaviour:**

- **Step 1:** Verbal Warning
- **Step 2:** Discussion
- **Step 3:** A period of time on the reflection bench/ standing out = 1 step on step system.

*Behaviour on yard falls under the school's step system. During yard activities and breaks the above steps will be used to deal with rule breaking / English.*

#### **The Code of Behaviour for Infant Classes**

As well as the school rewards system the classes shall have a reward system for the various table groups to encourage cooperation. All endeavours will be used to highlight good behaviour to encourage all students to follow the good examples.

Depending on the behaviour the following sanctions may be used to encourage better behaviour:

- An informal discussion with the teacher regarding the behaviour and a verbal warning given if necessary to explain to the student why the behaviour is not acceptable
- Having a one-to-one discussion with the student outside the classroom regarding the behaviour
- Child may be moved to another table
- Child may be sent to another classroom for 10 minutes
- **Child may be sent to the Deputy Principal/Principal in case of repeated or serious behaviour**
- Parents will be informed if the unacceptable behaviour is happening regularly.

*If the behaviour is considered serious or gross the school's **Code of Behaviour** will be used to address the behaviour.*

## 7. SUSPENSION AND EXPULSION

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between the school and parents/guardians will be utilised. Communication with parents/guardians may be verbal or by letter depending on the individual circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents/guardians 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, the Chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the principal. If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, 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 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/guardians.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

### *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's **Code of Behaviour** 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.

### **How to appeal if my child has been suspended from school**

Section 29 of the Education Act, 1998 provides for an appeal where a board of management, or a person acting on behalf of the board of management (normally the school Principal) suspends a student for a period or periods totaling not less than 20 days in a school year.

An appeal may not be made if the period or periods of suspension are less than 20 days in a school year.

To make an appeal you must complete the Section 29 Appeal Form for expulsion or suspension.

## **8. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

All children are required to comply with the **Code of Behaviour**. However, the school recognises that children with special educational needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents/guardians and the class teacher, additional educational needs team, and the principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

The children in the class or school may be taught strategies to assist a pupil with additional educational needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the differences in all individuals. In the case of gross or serious misbehaviour the schools code will be used.

## **9. COMMUNICATION WITH PARENTS/GUARDIANS**

Communicating with parents/guardians is central to maintaining a positive approach to dealing with children. Parents/guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents/guardians have been established and are being reviewed regularly.

Parents/guardians are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour.

**The following methods of communication are to be used within the school:**

- Informal/formal parent/teacher communication
- Pupils' homework journals
- Communication notebooks as part of a specific behaviour plan
- Letters/notes from school to home and from home to school
- School notice board
- Newsletters or school website
- Aladdin system

## **10. REFERENCE TO OTHER SCHOOL POLICIES**

There will a large overlap between a number of our school policies. The following policies will be impacted by and have an impact on our **Code of Behaviour**:

- SPHE plan
- Anti-Bullying policy
- Health & Safety statement
- Special Educational Needs policy
- Admission and Participation policy
- Child Protection policy
- School Attendance Strategy
- Parental Complaints Procedures
- Code of Conduct for Parents
- Acceptable Use Policy
- Smart Device Policy

## **11. REVIEW AND RATIFICATION**

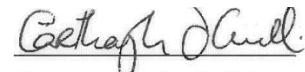
This policy will be subject to ongoing review in light of legislative changes or other similar requirements.

This policy was presented to and ratified by the Board of Management of Gaelscoil Chnoc Limahna on 21/01/26

Sinithe:



Cathaoirleach



Príomhoide