



Tag:/Re: Code of Behaviour
Dáta: 03/02/2021

Gaelscoil Moshíológ Code of Behaviour

Aims:

- Our code of behaviour reflects our inter-denominational, co-educational ethos. The aim is to create an ordered and orderly environment, which promotes good behaviour, in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development.
- Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school.

Principles:

- The school recognises the variety of differences that exist between children and the need to tolerate these differences.
- The school will put an emphasis on promoting good behaviour.
- It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils.
- Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner.

School Rules

Gaelscoil Moshíológ is a Gaelscoil.

Irish is our language of communication, in the class, in the yard and any school activities in or out of the school. Our number one rule is “**Gaeilge Anseo**”. To promote this rule the following positive strategies are used:

- Immersion education.
- Effective teaching of Irish language and vocabulary.
- Encouragement of the use of Irish.
- Awarding of tokens for use of Irish leading to Rang na Seachtaine.

- Celebrating the use of Irish in the school by awarding of Gaeilgóir na Seachtaine to a pupil in each class weekly.
- Awarding of Cárta Glas for the speaking of Irish outside school.

Our 3 other basic school rules are:

- **Be kind/Bí cineálta**
Eg. I should be kind and respectful to teachers and fellow pupils by being mannerly and polite, by taking turns and by remaining silent and orderly in my class line.
I should behave well in class so that my fellow pupils and I can learn.
- **Be responsible/ Bí freagrach**
Eg. I should always do my best in school by listening carefully, working as hard as I can and by completing my homework.
I should respect myself and my property, always keeping my school bag, books and copies in good order.
Be truthful and honest at all times.
Use school technology responsibly. (Use of personal technology is strictly NOT permitted during school hours) see policy on responsible use of technology.
- **Be safe/ Bí sabhálte**
Eg. I should be careful coming to and going from school.
I should always walk while in the school building.
I should remain seated at all times in class and while eating lunch.
I should never leave the school grounds without the permission of the Principal.

Classes put together age appropriate sub rules under the three headings **Be Kind, Be Responsible & Be Safe**. These three basic rules are displayed around the school and class rules under these headings are displayed in each class.

Bullying:

I should never bully others. I should never allow others to bully me and if it happens, I should tell my parents and my teacher. Bullying is always unacceptable. (Posters are displayed around the school supporting this message).

Gaelscoil Moshíológ is a 'bully-free' zone.

School Assemblies:

Weekly school assemblies promote the aims of our Code of Behaviour by addressing particular school rules or issues that arise during the school year, eg. Yard safety, Bullying, general revision of School Rules etc.

Recognition is given each week to Dalta & Gaeilgóir na Seachtaine from each class and children are awarded Merit Certificates for every 5 Carta Glas they receive (see Córás Smachta na Scoile).

Programmes/Lessons:

Príomhoide: Carol Scott Leas-Phríomhoide: Niamh O'Sullivan
Príomhoide Cúnta: Caroline Ní Ghrifín Príomhoide Cúnta: Caitríona Ní Mhurchú

The following programs are taught in our school in conjunction with our OSIE Curriculum, these programs encourage the development of values, social skills, attitudes and empathy.

- The Stay Safe Program.
- Friends For Life.
- RSE program.
- Beo go Deo (Teagasc Chríostaí).

Clár ama na Scoile:

- School begins: 9.20a.m.
- School Closes: Naí Bheaga & Naí Mhóra 2.00p.m.
Rang 1 – Rang 6 3.00 p.m.

Homework:

It is the policy of the school to assign homework on a regular basis. Parents are strongly advised to take an active interest in their child's homework and to sign their homework journal each night (ensuring that it is done).

Strategies:

- **Praise may be given by means of any one of the following;**
 1. A quiet word or gesture to show approval.
 2. A comment in a pupil's exercise book.
 3. A visit to another member of staff or to the Principal for commendation.
 4. A word of praise in front of a group or class.
 5. A system of merit marks (decided by each individual class teacher).
 6. Delegating some special responsibility or privilege.
 7. Issuing of a Cárta Glass (see Córas Smachta na Scoile)
 8. A mention to parent, written or verbal communication.
 9. Recognition at School Assembly (Dalta/Gaeilgóir na Seachtaine).
- **2. Disapproval of unacceptable behaviour will be dealt with as follows;**
(The nature of the behaviour will determine the strategy).
 - Reasoning with pupils.
 - Reprimand (including advice on how to improve).
 - Communication with Parents.
 - Temporary separation from peers and/or loss of privileges. (Time out).
 - Referral to Principal/Deputy-Principal.
 - Note to parents.
 - Issuing of Cárta Buí or Cárta Dearg as appropriate (see Córas Smachta na Scoile).
 - Detention as a result of 3 cárta buí or one cárta dearg (see Córas Smachta na Scoile).

- Suspension (pending discussion with parents and consideration of factors listed below before suspension *).

Procedures:

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

1. Examples of minor misdemeanours:

Interrupting class work/ running in the school building/ talking in the class line/ leaving assigned seat without permission at lunch time/ leaving litter around the school/ being discourteous/ unmannerly/ not completing homework without good reason/ not having homework signed by a parent/ endangering self/ fellow pupils in the school yard at break time.

1.1 Examples of steps to be taken by teachers when dealing with minor misdemeanours:

- Verbal reprimand/reasoning with the pupil
- Possible issuing of Cárta Buí (see Córas Smachta na Scoile)

1.2. Examples of steps to be taken when dealing with regular occurrences of minor misdemeanours

Phase 1 (within the classroom):

- Note in homework journal to be signed by parent/temporary separation from peers.
- Classroom timeout.
- Change of seating arrangement.
- Sending to another teacher/denial of participation in some class activity.
- Note to parents concerning further misbehaviour in yard (Misbehaviour in yard consists of any action that puts the safety of self/other pupil at risk).

Phase 2:

- Send to the Principal/Deputy Principal.
- Possible issuing of Cárta Buí (see Córas Smachta na Scoile).
- Detention as a result of 3 cárta buí (see Córas Smachta na Scoile).
- Class teacher meets one/both parents.
- Principal/Deputy Principal meets with one/both parents concerning yard behaviour.

2. Examples of serious misdemeanours:

Constantly disruptive in class/telling lies/stealing/damaging other pupil's property

Bullying/back answering a teacher/ leaving school premises during school day without permission/Not working to full potential/using unacceptable language /deliberately injuring a fellow pupil

2.1 Examples of steps to be taken when dealing with serious misdemeanours;

Send to the Principal/Deputy Principal

Possible issuing of Cárta Buí/Cárta Dearg resulting in possible detention (see Córás Smachta na Scoile)

Principal sends note in Journal to be signed by parent

Principal meets with one/both parents

Chairperson of Board Of Management is informed and parents requested to meet with the Chairperson and Principal

2.2 Examples of Gross Misdemeanours

Setting fire to school property/deliberately leaving taps on with the intention of causing damage /aggressive, threatening or violent behaviour towards a teacher/pupil

2.3 Examples of steps to be taken when dealing with gross misdemeanours;

Chairperson/Principal to sanction possible suspension pending discussion with parents and consideration of factors listed below before suspension *

It should be noted that these lists consist of examples only: It is not meant to be a totally comprehensive list of misdemeanours and procedural steps.

This policy should be read in conjunction with our Córás Smachta and our Anti Bullying Policy

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Factors to consider before suspending a student

The nature and seriousness of the behaviour

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the problem behaviour escalated, in spite of the interventions tried?

The context of the behaviour

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

The impact of the behaviour

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some students or teachers?
- Does the student understand the impact of their behaviour on others?

The interventions tried to date

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)? Whether suspension is a proportionate response
- Does the student's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

The possible impact of suspension

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

Síniú: *Melanie Ní Dhuinn* (Cathaoirleach) Dáta: 03/02/2021

Síniú: *Carol Scott* (Príomhoide) Dáta: 03/02/2021