

Gaelscoil Naomh Pádraig



Code of Behaviour

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1. Title

Code of Behaviour

2. Introductory Statement

This policy was revised at the staff meetings in February 2009, September and October 2013 & November 2019. It was revised and reviewed again in December 2023. All stakeholders contributed to the review, namely, the students council, the in-school management team, the entire teaching staff, the parents association and subsequently, the Board of Management.

3. Rationale

The staff of Gaelscoil Naomh Pádraig decided to revise our Code of Behaviour at this time because

- It is a priority area identified by the staff especially in dealing with the most senior classes.
- The existing policy is due for review and amendment
- It is a requirement under DES Circular 20/90 on School Discipline
- NEWB document (published in 2008) re: ‘Developing a Code of Behavior: Guidelines for Schools’

4. Relationship to characteristic spirit of the school

Gaelscoil Naomh Pádraig welcomes every child as a unique individual and we aim to acknowledge and develop their innate talents, to inspire their curiosity and interest in learning and to celebrate their uniqueness in an all-Irish educational setting.

We wish our pupils to develop a responsibility for their own behaviour while putting emphasis on the values which we all strive to attain in a warm and caring environment. The values we respect include being kind and helpful, honest, hardworking and patient.

It is important that the whole staff, parents and pupils cooperate and work together to implement this policy successfully.

5. Aims

By revising this policy the school hopes to achieve the following aims:

- To allow the school to function in an orderly and harmonious way where a friendly and positive atmosphere is created
- To enhance the learning environment where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for both young and old
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner

6. Guidelines

- A strong sense of community and cooperation is required from staff, pupils and parents to implement this code
- Gaelscoil Naomh Pádraig recognises the range of differences that exist between children and the need to accommodate and respect these differences
- The following are general guidelines for behaviour based on the characteristic spirit of the school
 - Each child is encouraged to be well behaved and to be kind and helpful to other children and adults
 - Each child is encouraged to be honest and to always tell the truth
 - Each child is encouraged to show respect for the property of the school, other children's and their own belongings
 - Each child is encouraged to attend school on a regular basis and to be punctual
 - Each child is encouraged to do his/her best both in school and for homework
 - Each pupil is encouraged to be neat and tidy in their dress and to comply with the school uniform policy
- The following is an outline of procedures for the classroom, yard, school environment that set a positive atmosphere in relation to pupil learning, behaviour and achievement

CLASSROOM/SCHOOL ENVIRONMENT

- The creative work, art and writing of the pupils are displayed in the classrooms on the corridors and in the hall.
- Each child is acknowledged and praised for their own personal achievements
- Classroom procedures and rules are explained and discussed to ensure that each child is clear on what is expected of them
- As a demonstration of respect and setting a good example, the GSNP staff model good practice to encourage the children in our care to adopt similar practices. The purpose being to foster respectful behaviour amongst all people. Examples include: standing back and making way for visitors/members of staff/other children passing by holding the door open or standing aside and making way while walking in the corridors/knocking before entering a classroom/greeting people in a respectful and appropriate manner
- Reminders and notices are displayed in the corridors to remind pupils to walk in an orderly fashion to be mannerly and quiet so as not to disturb others at work
- Irish notices are displayed to encourage pupils to speak in Irish at all times

7. Philosophy

Circle Time by Jenny Mosley (See Appendix A - Golden Rules)

The philosophy of *Circle Time* by *Jenny Mosley* is adopted by the school. This is communicated to all staff members and the Golden rules (see Appendix A) are displayed in the classrooms. Positive relationships are encouraged and developed through teacher and pupil engagement in *Circle Time* activities. The philosophy of Circle Time is to promote respect and love for all individuals, celebrating our uniqueness. The Golden Rules are formulated to inspire our children to show this level of respect.

The children have a scheduled Circle Time every week. The programme is outlined in the book by Jenny Mosley. This time gives the pupils the opportunity to partake in role-play situations and to gain experience in expressing their feelings. It is a time where everyone comes together as equals and helps children to develop a positive sense of self. This is a very special time to acknowledge the children's efforts to follow the Golden Rules. During Golden Time the children are encouraged to choose activities in which they love to engage in/participate in. The emphasis is on fun and enjoyment.

Problem Solving Skills - Incredible Years (See Appendix B and Appendix C - Réiteach Fadhbanna I nGSNP)

Drawing from the Incredible Years model, the school have agreed and established specific terminology we encourage the children to use when attempting to resolve a problem or disagreement. (See Appendix B & C).

The goal is to facilitate the children to acquire and develop the necessary skills to problem solve.

The rationale is to raise the children's awareness of a range of feelings a person may experience, and to equip the children with the relevant/suitable language to engage with one another in attempting to problem solve

This policy is linked to other policies, programmes and curricular areas that promote positive relationships e.g. Misneach, Bí Sábháilte (Stay Safe Programme), *I nGrá Dé*, the SPHE Curriculum. Every effort is made to implement a policy that takes into consideration the needs of each individual child.

- The **Anti Bullying Policy** is used to investigate all cases of bullying in the school. The procedures outlined in this policy are followed when an incident has been revealed.
- **Definition of Bullying:** Bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person or persons and which is repeated over time.
- Isolated or one-off incidents of intentional negative behaviour including a once off offensive or hurtful text message or other private messaging do not fall within the definition of bullying and are dealt with as appropriate in accordance with this policy, the school's 'Code of Behaviour'
- An anecdotal record is kept regarding inappropriate behaviour regarding one-off incidents.

8. Rewards and Sanctions

- Greater emphasis is placed on **rewards** rather than sanctions. The following is a list of examples of rewards and sanctions applied:

Examples of Rewards in operation

- Verbal acknowledgement and praise
- Golden Time
- Reward stickers
- Homework Pass
- A special quiet working table

- A positive chat with the parents
- A positive note is communicated to the parent through SeeSaw or in the dialann Obair Bhaile
- The child of the week-Name/picture on display
- Special helper for special jobs
- Praise from the principal
- Concrete prizes e.g. pencils, markers etc
- ‘Gaeilgóir na Seachtaine’ Certificates are awarded for Gaeilge
- Cártaí Gaeilge Programme - to motivate and inspire the children to use the Irish language and to be conscientious of the fluency (Junior Infants - 2nd Class)

Examples of Sanctions in operation

- The loss of Golden Time, other privileges (children always have the opportunity to regain time lost)
- The loss of points from Team behaviour scores
- Seating location of child in class may be altered
- Child may be seated alone
- A child may be sent to another classroom for a period of time

9. An Ghaeilge

(i) The Cártaí Gaeilge Programme - Junior classes - Junior Infants to 2nd Class (See Appendix D)

The Cártaí Gaeilge Programme is implemented in an attempt to inspire and motivate the students of GSNP to make an effort to speak Irish at all times while in the school environment. It is a programme that also focuses on encouraging the children to become increasingly conscientious of the level of fluency with which they speak. There are currently two school yard zones where this practice is implemented on a daily basis(N1 & N2); (R1 & R2). There are two yard times at 10:45 - 11:00 and 12:35 - 13:00. A total of two cards are awarded daily on each of the aforementioned yards, one at small break and the other on the longer break. Teachers on supervision duty will attempt to nominate children who are making a conscious effort to speak Irish in an informal social setting. The amount of cards accumulated by each individual class are counted at fortnightly school assembly. The following are the awards to acknowledge a particular class that finishes with the most ‘cártaí Gaeilge’:

- *Junior classes (N1 & N2) & (R1 & R2): 10 minutes additional Golden Time (fortnightly)*

(ii) Steps to follow when a student does not make an effort to speak Irish (See Appendix E):

Gaelscoil Naomh Pádraig is an All-Irish school and the language of communication in the classroom, in the yard and in the whole school environment is Irish. The following are the steps followed if a student is not making an effort to speak Irish:

1. If a child (from 1st to 6th class) is found to be speaking in English he/ she is presented with a white card. The card must be signed by the teacher who presented the card, the class teacher, the pupil in question, and a parent/guardian.
2. If the child is speaking English for the second time, an orange card is presented to the pupil. *The card must be signed by the teacher who presented the card, the class teacher, the pupil in question, and a parent/guardian.*
3. *If the child is speaking English for the third time a, red card is presented to the child. On producing a third card (red) the child is sent to the principal's office to discuss. The principal will contact the parents/guardians of the child and invite them to a meeting to discuss. The child will receive a consequence in the form of temporary separation from peers and will also be designated with a pro-active task in addressing the issue.*
4. *If the child is speaking English for the fourth time, a second red card is presented to the child. At this point the principal will follow the **strategies for dealing with inappropriate behaviour from (DI)** on. If the child's attempt to improve is not successful the parents are called to arrange a meeting to discuss the issue.*

Children's Names in Irish in Gaelscoil Naomh Pádraig

Parents *have a choice to use* the Irish version of their child's first name at school. Parents are informed of the Irish version and they can inform the school of their preference prior to their child starting school.

10. Procedures for recording inappropriate Behaviour

1. **Communication with the home:** Communication can be made through SeeSaw (online tool) or a note in the dialann obair bhaile (Dialann applies to R1 - R6), through a phone call or a private note in an enclosed envelope when necessary. It is important that communication occurs between the parent and the class teacher of a student who may be experiencing challenges relating to inappropriate behaviour, in an effort to discuss and support with a view to reaching resolution and dealing with an issue that may arise.
2. **Record-keeping:** Teachers should record all incidents that happen anecdotally, no matter how significant/insignificant. These recordings will be documented and dated in a standard copybook distributed to each class teacher at the beginning of the academic year. It will increase the likelihood of identifying a specific behavioural problem or a repeated pattern of inappropriate behaviour may become apparent through recordings documented in anecdotal records.
3. **Incident Book:** There are generic class lists in an incident book on the 1st - 3rd class and 4th - 6th class yards which will be with the class teacher on supervision duty. A 'tick' will be placed beside the name of any child behaving inappropriately. An 'asterix' will be placed beside any child who is a target/victim. When relevant, the information will be communicated to the class teacher when the teacher comes to collect their respective class from the yard. The class teacher will proceed to record this anecdotally in a standard copybook provided to each class teacher for this purpose.
4. **Written correspondence/notes from parents or oral communication with parents:** notes from a parent/guardian referring to any behavioural issue will be photocopied by the class teacher, dated and filed in the student's code. A short note of actions taken by the class teacher will be recorded on the copy if necessary. Any details discussed (verbally) with parents

relating to behavioural concerns, will be recorded anecdotally in the standard copybook used by class teacher for record keeping.

The Principal: The Principal will keep a record of any incident he deals with in an incident book and will proceed to address and deal with the behavioural issue(s) in accordance with the strategies for dealing with inappropriate behaviour as laid out in this policy.

11. Pupils with Additional Needs

Pupils with additional or special needs will be required to follow the school's 'Code of Behaviour' but teachers will use their professional judgment in the application of the Code.

From time to time, a child may experience behavioural difficulties where a differentiated approach may be required when following procedures dealing with inappropriate behaviour. Subject to parental consent, a folder is compiled describing the steps to follow if/when intervention is required. Every effort will be made to ensure all staff are aware of the steps to follow in such cases.

Teaching the rules to children with SEN and helping them understand behaviour and its consequences will be a main focus of the teacher's work (class teacher or SET teacher). Parents of children with SEN will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve their behaviour. This may involve input from and co-operation with a Special Needs Assistant, and/or agreeing a behaviour plan or SSP. Support services such as NEPS, the SENO, NCSE and the SESS may be involved in this context.

12. School Yard - General Information

SCHOOL PLAYGROUND

- Children are taught cooperative games that they can play in the yard
- Children are encouraged to be engage in games in a fair and compromising way. Classroom rules for playing 4squares are discussed and agreed upon
- Children are reminded to walk to and from the yard in an orderly fashion
- The Yard Bell:

First Ring: The children stop playing and stand still

Second Ring: The children walk to the line

Third Ring: The children stand quietly in the line. The children are permitted to speak in a calm manner once they remain in their line with their respective class

Infant Classes School Yard

It is understood that the children in Junior and Senior Infants are developing their social and personal skills. Emphasis is placed on encouraging positive relationships among all pupils. The Golden rules are tailored to suit the appropriate level of understanding and the sanctions and rewards (see part 8) are adapted in accordance with their developmental needs. If a child's behaviour is not appropriate the teacher on yard supervision will instruct the child to stand at the

fence for 5 minutes. The child will be permitted to return to the play area after 5 minutes. Should the inappropriate behaviour persist, he/she will return to the fence for the remainder of the play time.

13. Procedures for dealing with unacceptable behaviour

In certain cases, the Principal will have to deal with inappropriate behaviour from the outset.

The following are the steps to follow when the **Class Teacher** is dealing with inappropriate behaviour from the outset:

- (a) Reasoning with the pupil
- (b) The parent/guardian is notified *through either: communication via SeeSaw, writing a note in the school diary/a written note in an enclosed envelope/contact by telephone*
- (c) Should the inappropriate behaviour continue, a sanction will be put in place, *for example: temporary separation from peers, friends or others / Loss of privileges / detention during a break / prescribing additional work which directly relates to the unacceptable behaviour*
- (d) Should the behaviour continue after the teacher has reasoned with the child and the previous steps have been followed, a meeting will be arranged with a parent/guardian to discuss the issue
- (e) Should the behaviour continue, the child will be sent to the Principal *and the steps below will be followed*

*The following are the steps to follow when **the Principal** is dealing with inappropriate behaviour:*

- (f) The Principal reasons with the child. The parent/guardian is notified through either: a written note in an enclosed envelope/contact by telephone.
A sanction will be put in place, for example: temporary separation from peers, friends or others / Loss of privileges / detention during a break / prescribing additional work. The child will also be assigned a pro-active task which directly relates to the unacceptable behaviour in an attempt to enable the child to learn from the experience.
- (g) Should the behaviour continue after the Principal has reasoned with the child and the previous steps have been followed, a face-to-face meeting will be arranged with a parent/guardian to discuss the issue.
A sanction will be put in place, for example: temporary separation from peers, friends or others / Loss of privileges / detention during a break / prescribing additional work. The child will also be assigned a pro-active task which directly relates to the unacceptable behaviour in an attempt to enable the child to learn from the experience.
- (h) A behavioural modification programme is agreed
- (i) Suspension (up to 3 days in-school suspension where there will be no contact with his/her peers)

- (j) If the behaviour has not improved, the parents will be requested to attend a meeting with the Principal and the Chairperson of the Board of Management where the needs of the child will be discussed and out of school suspension may be imposed.
- (k) In the case where a child disrespects the authority of the school either verbally or through gesture the child will be sent immediately to the Principal, the parents will be contacted and the child will be suspended immediately.
- (l) When a child's/children's safety is at risk, the child is sent immediately to the Principal, the child's parents are contacted and in-school suspension is immediately put in place.

14. Suspension

- The Principal can suspend a child for up to three days outside of school, however in the case of being suspended for more than three days the board has to be consulted.
- Ten days is the maximum duration whereby a child can be suspended on any one period.
- Twenty days is the maximum duration whereby a child can be suspended in a school year.
- The board should formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998
- The provisions mean that the board of Management takes ultimate responsibility for sanctions of Significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to an appeal.
- If a decision is made to expel a child from the school permanently or to suspend a child for longer than twenty days, the parents of the child in question will be informed of their rights according to section 29 of the Education Act 1998

15. NEWB-The National Education Board

It is important that a parent makes contact with the school to explain their child's absence (this can be done by ringing or emailing the school secretary, Pauline/Elaine) Pauline/Elaine will then contact the class teacher and inform him/her of the absence. However, all absences must be explained and put in writing to the class teacher as the teacher is required to keep a written record of all explanations. Therefore a child must have a hand written note when he/she returns to school. The note may be written on the particular page to explain absences in the school diary.

If the child returns to school without a note the class teacher will make contact with the parent/guardian to issue a note.

If a child is absent for more than 15 days a note is sent to the parent/guardian from the class teacher to remind them of this.

If a child is absent 20 days or more the school will issue a letter outlining this to the parent/guardian explaining that they will be in contact with TUSLA. If the school has concerns about the absence this will be highlighted to the board.

16. Success Criteria

Some practical indicators of the successful implementation of the policy

- *Positive feedback from teachers, parents and pupils*
- *Observation of behaviour in classrooms, corridors, yard and in the general school environment*

17. Roles and Responsibility

The following have particular responsibilities for aspects of the policy:

- *The principal will coordinate and monitor the implementation of this policy*
- *The class teacher is particularly responsible for implementing this policy in the classroom and the yard, for keeping records, for communicating with parents and devising an individual behavioural modification programme where necessary, for teaching the Golden Rules, discussing the problem solving skills, for facilitating **Am Ciorcail** and for making every effort to create a positive classroom environment. Where applicable, The class teacher is responsible for following the procedures for dealing with unacceptable behaviour as outlined in (12) above (steps a - e)*
- *The principal is responsible for following the strategies for dealing with unacceptable behaviour as outlined in (12) above (steps f - l), for advising parents about possible additional support help that that may be required from outside agencies. The Principal and the Chairperson of the Board of Management are responsible for suspending a pupil if deemed necessary.*
- *Pupils are at the centre of every stage outlined in this policy. Every effort is made to enable pupils to take responsibility for their own behaviour, and to equip them with the skills that will influence the choices they make. Pupils are made aware of the steps that will be followed as a consequence, if they choose to act inappropriately (as outlined in part 12). Pupils have an obligation to accept the procedures that will be followed, as defined in this policy, and make every effort to improve their behaviour.*
- *Parents are responsible for supporting this Code of Behaviour. Each parent/guardian is required to sign a declaration indicating their acceptance and support of the implementation of this policy (see part 20 below). Parents are expected to work/engage cooperatively with the school in attempting to resolve any behavioural difficulties that their child may experience at a given time.*

18. Implementation Date

The reviewed policy will be implemented from 8th January 2024 onwards.

19. Timetable for Review

This policy will be reviewed and amended during the 2024/25 school academic year

20. Ratification & Communication

The Board of Management officially ratified and amended this policy on the 11th of December 2023. The policy will be presented to parents at the AGM and is provided to all new applicants on enrolment.

Chairperson's signature: _____ Principal's signature: _____
Date: _____ Date: _____

21. Declaration

I confirm that I have read and that I accept this policy.

Pupils Names: _____
Parents' Signature: _____
Date: _____