



Gaelscoil Choráin

Eochail

Cód Iompair Scoile/School Code of Behaviour

Ráiteas Mhisin/Mission Statement

Gaelscoil Choráin is a co-educational primary school under the patronage of the Catholic Bishop of Cloyne. The curriculum is taught through the medium of the Irish language and the appreciation of the gaelic cultural ethos is fostered through the provision of a comprehensive and compatible co-curricular programme. As a means of achieving multi-lingual ability we give pride of place to the Irish language in the daily life of the school. The school endeavours to promote values consistent with its Catholic ethos and in a manner respectful towards those of other faiths or none. Mutual respect, co-operation and goodwill between all members of the school community are fundamental to the functioning of a happy, safe, inclusive and effective learning environment.

Gnéithe Tábhachtacha I bhForbairt an Cód Iompair Seo/ Key Considerations In Developing This Code of Behaviour

1. In devising the Code of Behaviour, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption free environment.
2. Every effort will be made by the members of staff to adopt a positive approach to the question of behaviour in the school. The Code of Behaviour offers a framework within which positive techniques of motivation and encouragement are utilised by teacher.

3. The school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give the best results.
4. The school recognises the variety of differences that exists between children and the need to accommodate these differences.
5. It is agreed that a high standard of behaviour requires a strong sense of community within the school and the high level of co-operation among staff and between staff, pupils and parents/guardians.
6. The rules are being kept to a minimum and are positively stated in terms of what pupils should do.
7. All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil. This should help to reduce boredom, lack of interest or lack of progress and should support differentiation of teaching and learning.
8. The overall responsibility for discipline within the school rests with the Principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises. A pupil will be referred to the Principal for serious breaches of discipline and for repeated incidents of minor misbehaviour.
9. In the belief that the most effective schools tend to be those with the best relationships with parents/guardians, every effort will be made by the Principal, Deputy Principal and staff to ensure that parents/guardians are kept well-informed, that the school provides a welcoming atmosphere towards parents/guardians and that parents/guardians are not only told when their children are in trouble but when they have behaved particularly well.

Aidhmeanna Leis An gCód Iompair/Aims Of The Code Of Behaviour

- 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 without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the school website and e-mails to parents, availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy

Freagracht ar an bhFoireann/Responsibility of Staff

Members of staff have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Members of staff should aim to:

- Create a positive climate with realistic expectations.
- Promote positive behaviour, through example, honesty and courtesy.

- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- To discourage physical aggression and encourage *'Kind Hands, Kind Words, Kind Feet'*.

Teagmháil idir múinteoirí agus tuismitheoirí/caomhnóirí /Contact between teachers & parents/guardians)

- a) Parents/guardians play a crucial role in shaping the attitudes which produce good behaviour in school. Parents/guardians are always welcome in the school and are encouraged to take full advantage of all formal and informal channels of communication made available by the school. Individual parent/teacher meetings are organised once a year usually in late January or early February. However, it is possible to meet a teacher at any other time during the year **provided an appointment has been arranged in advance**. In the event of a pandemic such as Covid-19 parent/teacher meetings will be held virtually.
- b) Parents/guardians sometimes have to collect children early from school in order to visit the doctor, dentist, etc. The class teacher must be informed in advance, or alternatively a message can be left with the school secretary. Parents/guardians are to ring from the school gate on arrival at school.
- c) A child who has been absent from school is required to give an explanatory note to his/her class teacher on returning to school. Alternatively, parents/guardians may log the absence and the reason for absence on the Aladdin Connect school app. Parents may also phone the secretary to explain any absence.

- d) Should a child, for one reason or another, be unable to complete his/her homework, parents/guardians are asked to write a note to the class teacher on the Aladdin Connect school app.

Rialacha na Scoile/School Rules

1. Irish is the spoken language of the school and all children are required to speak it. It is expected that parents/guardians will give the children every encouragement and endeavour to use whatever Irish they have, especially in the school surroundings.
2. It is essential that pupils are on time for school. School opens at 8.40 a.m. Infant classes go directly to their classes from 8.40 a.m. where they are supervised by the class teacher. Pupils from Rang I to Rang 6 go to the main yard and assemble there at 8.55 a.m. Please note that pupils from Rang I to Rang 6 should not assemble outside the school or enter the school prior to being collected by their class teacher at 8.55 a.m. Please refer to the schools supervision policy. A copy is available on the schools website.
3. A child who is late or absent is required to give an explanatory note to the class teacher the following day. Alternatively, parents/guardians may log reason for being late or absent on the Aladdin School app or they may ring the school office to explain any absence. The school is obliged to make a referral to the Child and Family Liaison Office (TUSLA) in the case of 20 days or more of unexplained absences in the school year. Please refer to the school's attendance policy. A copy is available on the school's website.
4. The children must wear the full school uniform. They are expected to wear the school tracksuit and running shoes on P.E. day. A note of explanation to the class teacher is required should any item of the school uniform or tracksuit be absent.
5. Pupils are permitted to wear a single stud earring on the lower ear-lobe only.

6. Facial make-up, hair dye and fake tan is considered neither age nor school appropriate and are not permitted. Pupils may be advised in this regard.
7. All children are encouraged to bring a wholesome lunch to school. No chewing gum or nut products are permitted.
8. Each child is expected to complete his/her homework properly. A parent/guardian should verify work. If for some reason a child cannot do his/her work the parent/guardian should write an explanatory note for the class teacher on the Aladdin Connect app.
9. The children are expected to be courteous at all times to one another, to their teachers, to all staff members, and to visitors to the school.
10. Children must respect school property and other people's belongings.
11. Pupils are prohibited from bringing any valuables onto the school property. The school does not accept responsibility for loss of or damage to any such items.
12. Mobile phones are not permitted in school. In exceptional circumstances an explanatory note must be provided to the class teacher. In such cases phones must be turned off and handed up to the class teacher prior to the commencement of class. Phones will be returned at the end of the school day and must not be turned on while on the school premises.
13. It is expected that pupils play safely in the school yard. Pupils are expected to be quiet and orderly whenever they are in their assembled class lines and must stay within the confines of their designated zones in the yard.
14. Pupils are not permitted to leave the school during the school day. If a parent/guardian finds it necessary to collect a child early the class teacher or the secretary should be informed in advance if possible. Adults collecting pupils during the school day must ring school secretary from the school gate.

Rialacha Ranga/Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children, based closely on the “Golden Rules”.

The 6 Golden Rules are:

1. We listen. We don't interrupt.
2. We are gentle. We don't hurt others.
3. We are honest. We tell the truth.
4. We are kind.
5. We work hard. We don't waste time.
6. We look after property. We don't damage things.

Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. 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 difference. Where difficulties arise, parents will be contacted at an early stage.

Scoil Shona Dearfach A Chur Chun Cinn/Promoting a Happy School

Fostering a positive social environment in the classroom contributes to both the learning and social goals the teacher has set for pupils. Teachers provide a good role model from problem solving and dealing with conflict situations, whilst implementing a whole school approach. The Principal and teachers explain the Code of Behaviour and Disciplinary Policy to pupils on a regular basis.

At the beginning of each academic year each class teacher will draft a list of class rules with the pupils. Positive behaviour is emphasised.

Rules will be applied in a fair and consistent manner, taking age of pupils and individual difference into account.

Parents/guardians will be consulted at an early stage where difficulties arise.

Stráitéisí/Strategies:

Every effort will be made to implement the Code of Behaviour in a positive manner with the overall emphasis on praise. Our behaviour system is based on individual children, on groups of children, on each class as a whole and on a whole school level. ‘Mol an óige agus tiocfaidh sí’.

- **Moladh ó bhéil** (*A quiet word or gesture to show approval*)
- **Nóta molta scríofa do thuisíní ar an t-aip scoile** (*A comment to parents on the school app*)
- **Moladh ó mhúinteoir eile, Príomhoide, Leas-Príomhoide** (*Words of praise from other staff members, Principal, Deputy Principal*)
- **Moladh a thabhairt os comhair grúpa/daoine eile** (*A word of praise in front of a group or class*)
- **Pribhléid/Freagracht Speisialta a thabhairt** (*Delegating some special responsibility or privilege*)
- **Moladh a thabhairt do pháiste os comhair tuismitheoir/caomhnóir** (*Praising a child in front of a parent/guardian*)
- **Glaoch gutháin dearfach ón bPríomhoide** (*Positive phone call home from Principal*)
- **Aitheantas tugtha ag tionól scoile gach téarma** (*Recognition given at school assembly each term*)

Duaiseanna agus Dreasachtaí /Rewards & Incentives

(The following are examples of reward systems currently in use in our school):

Bun Ranganna /Junior Classes:

- **sticéirí** (stickers)
- **suaitheantas** (merit badge)
- **teastas** (certificate)
- **réaltaí ar chairt / ar an gclár bán idirghníomhach** (star charts / group charts on interactive white board),

- am órga (golden time)
- Cabhrú sa gháirdín scoile (help out in the school garden)
- saor shúgradh (free play)
- cartúin TG4 (TG4 cartoons)
- duaiseanna do ghrúpa/páistí aonair (group/individual awards),
- Cainteoir na Seachtaine (weekly Irish speaker award)
- bosca draíochta (prize box).

Meán Ranganna & Ard Ranganna/Middle Classes:

- sticéirí & réaltaí (stickers in diaries/copies)
- córas ar líne m.sh. Class Dojo (Class Dojo – online reward system)
- pas obair bhaile saor (homework off passes)
- ticéid do chrannchur (tickets for weekly draw)
- Cabhrú sa gháirdín scoile (help out in the school garden)
- am órga (golden time)
- am iPads (iPad time)
- Cainteoir na Seachtaine (weekly Irish speaker award)
- bosca duaiseanna (prize box)

Cur chuige agus stráitéisí idir ghabhála ranga/scoile chun déileáil le mí-
iompraíocht/*School Approach to responding to misbehaviour/non-compliant behaviour in the classroom & school*

- Rialacha a mheabhrú, athreorú (Rule Reminder / Warning of a consequence)
- Garsmacht / Garmholadh (Proximity Praise)
- Comharthaí Neamhlabharta / Ceartú (Distraction / correction / give time to comply)
- Neamhaird (Tactically ignoring low level misbehaviours)
- Foláireamh i bhfoirm rogha (Re-directing pupils stating clearly the desired behaviour)

- **Scaradh amach óna p(h)iargrúpa** (Temporary separation from peers)
- **Nóta sa dialann / labhairt le tuismitheoirí/caomhnóirí** (Note to parents/guardians in school diary)
- **Cuid d'am súgradh a chailliúnt** – (Reduced playtime in yard)
- **Pribhléidí a chailliúint m.sh. cuid den am órga** (Loss of privileges e.g. Golden Time)
- **Páiste a chur go dtí an Príomhoide** (Pupil referred to Principal)

For a small minority of children, many of the approaches mentioned may not be effective. Some children exhibit challenging behaviour (e.g. using foul language, throwing objects, kicking, hitting, punching or biting others). We need to help these children understand the triggers to their angry outbursts. This is practiced in a safe environment when the child is calm and in control of their emotions.

I. An cur chuige sa Rang /Classroom Strategies:

The following represents the normal sequence of strategies put in place in each classroom. This may vary depending on individual circumstances, class groups and ages.

A. Plé/Discussion:

Reasoning with the pupil quietly.

B. Comhairle/Advice:

Advise pupil regarding appropriate behaviour and making reference to class rules.

C. Geallúint/Promise:

Pupil promises to make a greater effort to improve/ work on their behaviour.

D. Smachtbhannaí/ *Sanctions* / *Consequences*:

1. The teacher will write a note regarding the incident which is to be signed by the parent/guardian.
2. Loss of privileges.
3. Temporary separation from peers.
4. Inappropriate behaviour recorded. Report sent to School Principal/Deputy Principal.

2. Idirghabháil an Phríomhoide/Intervention of Principal:

A. Comhairle/Advice:

- General talk/discussion with the pupil.
- Reprimanding.

B. Smachtbhannaí/Sanctions/Consequences

1. Pupil is reminded, cautioned and corrected.
2. Loss of privileges.
3. Serious misbehaviour is recorded.

D. Comhairle a lorg ó Siceolaí na Scoile atá faoi churam N.E.P.S nó ó phrofisiún oiriúnach eile.

Advice sought from our N.E.P.S. School Psychologist Rose O Leary or from any other relevant profession.

3. Cód Iompair - Próiséas Scoile/Code of Behaviour – School Procedures

While the BoM respects the rights of each and every child in the school, it also must be aware of the rights of the children as a whole and at no time can it allow the rights of any individual supersede the rights of the majority of the children. The rights of teachers and all school staff to work in as stress-free a situation as can be provided must also be borne in mind.

There is a need for sanctions to register disapproval of unacceptable behaviour. The following is a graded system of sanctions which will be implemented in the event of serious misbehaviour. However, this system does contain a degree of flexibility to take account of individual circumstances. Accordingly, the sequence can also be varied in cases of gross misconduct. The Principal may intervene at any stage at her discretion depending on the nature of the incident and on any patterns of misbehaviour documented by the class teacher.

1. A folder to be set up annually by post holder Assistant Principal 2 Cáit Mhic Inneirí for each class for the purposes of recording routine misdemeanours (disruptive behaviour, poor attitude / lack of respect issues) as well as noting incidents of positive achievement (praise / affirmation). A separate sheet to be set aside for each pupil in the class as the need arises and a distinct pupil file section to be retained at the back of the folder where copies of all related correspondence and records of meetings will be retained.

This folder to be the responsibility of the classroom teacher for securing / administering. The class teacher will communicate incidences of misbehaviour to the parent where deemed necessary.

2. Each behaviour entry to be numbered consecutively and a corresponding notice to Parent(s) / Guardian(s) to be completed by relevant staff member by issuing of a standard report card for signed return / filing. Positive behaviour will also be recognised.
3. Three successive negative entries will require notification, by classroom teacher and on standard / posted letter, to Parent(s)/Guardian(s), the appropriate report card will be enclosed with the letter for signed returning / filing. At this point of the process, the classroom teacher will consult with the Special Education Needs teachers and the Principal to explore any / all possibilities of causative / contributory factors to the difficulties presenting.

4. At the point of the sixth entry a meeting will be arranged (by classroom teacher and on standard / posted letter plus card) between the classroom teacher and the Parent(s)/Guardian(s). Teachers to enter paired agreements with a view to an additional supportive presence at such meetings should this be considered desirable / necessary – where this is not possible the Principal should be invited to attend.
5. At the point of the eight entry a meeting will be arranged (by the Principal and on standard / posted letter plus card) between the Principal and the Parent(s)/Guardian(s) – the classroom teacher to attend this meeting.

In the earnest hope and expectation that Stages 1-5 outlined should amply and adequately deal with issues arising up to / including Fourth Class, it is hoped that the process from here (Stage 6) onwards would be applicable to Fifth and Sixth Class pupils only and in exceptional circumstances.

6. At the point of the tenth entry the Principal will present a report to the BoM which may decide to issue a **formal caution** along with **advices as to possible improvement strategies**.
7. Any further behaviour issues in the same school-year should be dealt at Board of Management level – the Board may recommend i) a **meeting between BOM, Pupil and Parent(s)/Guardian(s)** ; ii) a **behaviour contract** outlining / agreeing future expectations / conditions, iii) issuing of a **final warning** iv) the application of a significant **term of suspension** (6 days consecutive or more) – the Principal to have delegated authority from the BOM to apply shorter terms of suspension (max. of 3 days consecutive or 6 days cumulative in the same school-year) ; v) notification of an **intention to exclude**.

Fionraí agus Díbirt/Suspension and Expulsion

The Education (Welfare) Act 2000 accepts the right of the BoM to

take reasonable measures to 'ensure that good order and discipline are maintained in the school and that the safety of pupils (and staff) is secured'. The BoM's duty of care extends to all pupils and staff and includes providing a safe environment for all staff and pupils.

Fionraí/Suspension

Suspension will be in accordance with the terms of Rule 130 Section 5 as amended in Circular 7/88 of the Rules for National Schools and The Education (Welfare) Act 2000. The BoM has the authority to suspend a pupil. Notice for suspension, signed by the Chairperson of BoM and School Principal, will confirm the period of suspension from school. On return to school following suspension, the pupil shall be accompanied by Parent or Guardian in order to meet with School Principal.

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 parent(s)/guardian(s).

If an immediate suspension is considered by the Principal, the Principal must inform the Board of Management.

- A formal investigation should follow the imposition of the suspension;
- Parent(s)/Guardian(s) must be notified and arrangements made with them for the pupil to be collected

In exceptional circumstances, a pupil may be suspended for more than three days. Such a suspension is to be referred to the Board of Management for consideration and approval.

The BoM will offer the opportunity to appeal the decision to suspend a pupil in the case of non-immediate suspensions. In the case of immediate suspensions, the suspension may be appealed only insofar as it would result in the removal of the suspension from the student's

record. Where the total number of days for which the pupil is suspended reaches twenty days in the current school year, the parents may appeal the suspension under Section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007.

Díbirt/Expulsion

A pupil may be expelled when the BoM makes a formal decision to permanently exclude him/her from the school. Expulsion is only considered in extreme cases and as a last resort, in accordance with the Rule for National Schools and the Education (Welfare) Act 2000.

Procedure for expulsion:

- Detailed investigation carried out under the direction of the Principal
- The Principal shall consult with the BoM
- If the BoM considers expelling the pupil, a hearing shall be scheduled
- Notify the parent(s)/guardian(s) of the date, time and location of the hearing by the BoM and invite them to the hearing
- Advise the parent(s)/guardian(s) of their right to make a written oral submission to the Board of Management
- Advise the parent(s)/guardian(s) that they may be accompanied at the hearing

Following the hearing, if the BoM is of the opinion that the pupil should be expelled, the BoM shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education (Welfare) Act.

Achomharc/Right of Appeal

Under Section 29 of the Education Act 1998 parents are entitled to appeal to the Secretary General of the DES against decisions of the Board of Management including permanent expulsion from school. Any such appeal must be lodged within 42 calendar days of the decision of the BoM.

Aiscur/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.

Tábhachtach/Important

In the implementation of the aforementioned stages, it must be emphasised that:

1. Broader *educational / pastoral considerations / inputs* must be brought to bear at all stages of the process –the importance of the Special Education / Pastoral collaboration as outlined / required at Stage 3 is particularly emphasised.
2. Positive reinforcement is recommended as the preferred deterrent strategy to avoid pupils entering the recorded discipline system.
3. *More serious misdemeanours* will be *fast-tracked* through the stages and dealt with at the level considered appropriate to the gravity of the incident(s) and most likely by the application of a term of suspension at a minimum.
4. All stages of the process be *implemented by all on a consistent and fair basis*, that *accurate records* of all communications and meetings with Parent(s)/Guardian(s) be retained in the pupil behaviour folder.

5. Any pupil action with a criminal intent / outcome to be referred by the School Authorities to An Garda Síochána.
6. The '*mol an óige agus tiocfaidh siad*' ethos should permeate all aspects of school life and this should be reflected in the hosting of termly assemblies where exemplary behaviour / achievement would be regularly and richly affirmed.

The Code of Behaviour and Discipline document has been drawn up in accordance with the Department of Education and Skills, and 'Developing a Code of Behaviour' – Guidelines for schools (N.E.W.B. 2008)) Guidelines, (Circular 20/90) and as a requirement under the Education Welfare Act 2000.

Daingniú & Cumarsáid/ Ratification & Communication

Ratified at the BoM meeting on 09.II.2021 and signed by Chairperson. Secretary recorded the ratification in the Minutes of the meeting. Code of Behaviour uploaded on to school website and parents informed of same on 10.II.2021.

Monatóireacht ar Cur i bhFeidhm an Cód Iompair/ Monitoring the Implementation of the Code of Behaviour

The implementation of the policy shall be monitored by the Principal, staff and the BoM of Gaelscoil Choráin.

Athbhreithniú & Measúnú an Cód Iompair/ Reviewing & Evaluating the Code of Behaviour

The school reserves the right to make any changes or amendments to the Code of Behaviour as it considers necessary and appropriate at its sole discretion.

Daingnithe thar cheann an Bord Bainistíochta/ Ratified on behalf of the Board of Management.

Síniú:

Dáta: 09.II.2021

Antóin Ó Laoire

Cathairleach An Bhoird Bhainistíochta