



## Positive Behaviour Policy Table of Contents

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## Rationale

The rationale behind this Positive Behaviour policy is to ensure the health, safety and welfare of pupils, to develop the responsibility of our pupils, and to ensure correct procedures are followed by staff members in this area.

## Aims of this policy:

This policy document aims to:

- Identify Key Staff and their responsibilities
- Detail the responsibilities of the Board of Management, parents and staff.
- To devise a code which takes in to account the individual needs and circumstances of each child, and their rights and the rights of other children in the school.
- To create a safe, ordered and orderly environment in which pupils can, through self-discipline, feel secure and make progress in all areas of their development.
- To make every effort to ensure that all members of the school community adopt a positive and consistent approach to behaviour in the school.
- To outline procedures for approval of positive behaviour, and for dealing with negative, serious and challenging misbehaviour
- To outline procedures in the event of suspensions, expulsion and appeals
- Identify current level of training and future training needs
- List actions which need to be undertaken to ensure practice matches policy

## Policy ratification and communication:

This policy was revised by Siobhán Ní Dhúill and includes input from the staff and Hannah Ní Ghréacháin the deputy principal, the Board of Management and Parents Association. This policy will be available to the wider school community via the school webpage.

Ratified by Board of Management on: 13 Meitheamh 2016

Signed:

Cathal Mac Cearáin (cathaoirleach)

## Review Timetable and Associated Deadlines:



Monitoring of policy	Ongoing - informed by experience, legal requirements & operational changes.
Review	No later than October 2017
Incident reporting	Ongoing as required.

## Key Staff and Responsibilities

Siobhán Ní Dhúill	School Principal	Principal	Creation of policy and on-going monitoring of behaviour.
Hannah Ní Ghréacháin	Deputy Principal	Deputy Principal	On-going monitoring of behaviour
Siobhán Ní Dhúill	Teacher	Health & Safety Representative	Monitoring the health, safety and welfare of staff and students, record keeping
Niamh Puirseil	School Secretary	Secretary	Record keeping and communication

### 1. Cover Sheet:

Contact details:

Gaelscoil an Bhradáin Feasa: 041-98485667 / runai@gsanbf.com

Principal: Siobhán Ní Dhúill

Deputy Principal: Hannah Ní Ghréacháin

Chairperson: Cathal Mac Cearáin

Staff Health & Safety Representative: Siobhán Ní Dhúill

SENO (Special Educational Needs Organiser): Margaret Carolan

NEPS (National Educational Psychological Service) Psychologists for region:

Michael Cullinane, Thérèse O'Dowd, Bernadette Begley, Pól Bond, Yvonne Kennedy, Irene Loughran, Tom Murphy

### 2. Responsibilities of the Board of Management

- To ratify and review Positive Behaviour policy when necessary
- To exercise a duty of care to staff and children
- To consider and decide upon recommendations for suspensions and expulsion (including members being nominated for an investigatory role), and communicate with parents and outside agencies such as the patron and Tusla (Child and Family Agency) in this regard

- To consider and decide upon appeals made under this policy

### 3. **Responsibilities of the Parents**

- To exercise their role as the primary educator of the child
- To familiarise themselves with this positive behaviour policy
- To support the right of each child to an education and to impress on their child their rights and the rights of other children in the school
- To acknowledge that the primary concern of the school is for the safety and security of staff and all the pupils
- To adopt a positive approach to behaviour in the school
- To communicate and consult constructively and effectively with school staff regarding behaviour and potential bullying
- To acknowledge positive behaviour from their child
- To acknowledge and disapprove of negative, serious and/or challenging behaviour from their child if it arises, and consult and collaborate with school staff and/or outside agencies in the event identified interventions need to be made
- To be prepared to have their child collected from school in the event that they need to be separated from their peers immediately

### 4. **Responsibilities of Key Staff**

#### **Niamh Puirseil - School Secretary**

- First point of contact from parents
- Ensure all forms completed satisfactorily, and all relevant documentation has been received
- File all related documents, and inform key and relevant staff of correspondence

#### **Hannah Ní Ghréacháin- Deputy Principal**

- Liaise with staff
  - Assist Principal in his responsibilities regarding positive behaviour
  - Oversee consistent implementation of this policy

#### **Siobhán Ní Dhúill - Principal**

- Liaise with staff
  - Liaise with Board of Management
  - Liaise with outside agencies where appropriate
  - Authorise training as appropriate
  - Lead investigations into potential expulsions and make recommendations, if appropriate, to the Board of Management.
- Oversee consistent implementation of this policy

### **Siobhán Ní Dhúill - Health and Safety Representative**

- Liaise with and represent staff regarding issues of health, safety and welfare
  - Liaise with Board of Management
  - Organise training and liaise with outside agencies as appropriate
  - Record incidences of serious, gross and challenging behaviour
  - Oversee consistent implementation of this policy

## 5. **Responsibilities of All Staff**

### **Class Teachers:**

- Overall responsibility for the development and behaviour of children in their class
- To familiarise themselves with and oversee consistent implementation of this policy
- To proactively implement our Anti-Bullying policy (see Appendices)
- To implement an appropriate positive reward system in their classrooms
- To follow procedures in dealing with incidences of serious and challenging misbehaviour, particularly recording and communication with parents
- Make or delegate making arrangements for face-to-face meetings with parents, and attend meetings as appropriate

### **Support Staff:**

- To assist and support the Class Teacher regarding the development and behaviour of children that it is identified that they work with
- To familiarise themselves with and oversee consistent implementation of this policy
- To proactively implement our Anti-Bullying policy (see Appendices)
- To follow procedures in dealing with incidences of serious and challenging misbehaviour, particularly with regard to recording and communication
- Specifically, the SEN team will liaise with and make arrangements for consultation and meetings with outside agencies and relevant school staff
- Devise and implement individual behaviour plans with school staff

## 6. **Characteristic Spirit of Gaelscoil an Bhradáin Feasa**

1. Gaelscoil an Bhradáin Feasa is multidenominational Gaelscoil. We recognise the variety of differences that exist between people and the need to celebrate and accommodate these differences wherever and whenever possible.

2. A high level of co-operation and communication is required among the school community to ensure that the students have a sense of the standard of behaviour expected from them.
3. Every effort will be made to ensure that the code of discipline is implemented in a reasonable, fair and consistent manner.
4. Staff members will adopt positive behaviour strategies in dealing with students in Gaelscoil an Bhradáin Feasa.
5. Parents and students will be made aware of their having the facility to appeal decisions.
6. Regular discussion on the issues addressed in this document during staff meetings will take place to ensure consistency.

## 7. **Approval of Positive Behaviour**

- Each teacher will implement an appropriate reward system in their own classroom, either for the whole class, groups and/or individuals.
- Classes can be rewarded through positive behaviour at line-up time.
- Positive Behaviour awards may be given privately to a child, in front of the class or at assemblies.
- Special rewards may be offered for exceptional behaviour, being consistently proactive, showing significant improvement or meeting behaviour goals. This may include being given a "green card".

## 8. **Disapproval of Negative Behaviour**

Disapproval of Unacceptable Behaviour may be dealt with using any number of the following strategies deemed appropriate. The nature of the behaviour will determine the strategy, and if one strategy is unsuccessful or if negative behaviour is consistently repeated, staff should move on to another strategy.

1. Verbal warning.
2. Name recorded on board (temporary).
3. A word with the teacher while class is taking out lunch.
4. Move to another table.
5. Move to another class for a set period to do work.
6. Sent to vice-principal – letter home to parents.\*\*\*
7. Sent to Principal – formal meeting with parents.
8. Internal suspension (parents notified that pupil will be placed in a separate learning environment for a designated period of time)

\*\*\*When two letters are sent at step 6, the child will be automatically suspended for the rest of the school day or the following school day. This is at the discretion of the principal. Current school interventions will be reviewed at this stage.

General examples of Negative behaviour:

- *Speaking English (Naíonáin Mhóra after Christmas – rang 6)*
- *Running and/or shouting inside the school building.*
- *Not holding the rail or walking on the left of stairs*
- *Leaving seat without permission*
- *Climbing fences, walls, poles or on our art sculpture*
- *Leaving yard area or entering PE hall without permission*
- *Entering rooms without permission, particularly offices and the staff room.*
- *Dragging coats, pulling hoods or taking items without permission on yard*
- *Deliberately spoiling others games or activities.*
- *Returning to the school during yard breaks*
- *Inappropriate behaviour during line up, including not lining up on time*
- *Damaging or disrespecting school property through lack of care*
- *Leaving litter around the school.*
- *Being discourteous or unmannerly to staff or other pupils*
- *Not completing work/homework to teacher's expectations without good reason*
- *Disrupting class work or discussions*
- *Failing to follow teacher's instructions*
- *Attempting to get others into trouble*
- *Talking over someone else or shouting out*
- *Deliberately forgetting or losing items to attempt to avoid class work*
- *Using unacceptable or hurtful language.*
- *Taking and/or damaging another student's property.*
- *Throwing objects, or not handling objects in a safe manner*
- *Calling names, or engaging in behaviour designed to annoy someone else*
- *Being dishonest, including through omission.*
- *Having a mobile phone on your person*
- *Deliberately leaving taps turned on or misusing bathroom items*

## 9. **Dealing with Serious Incidences of Misbehaviour**

Dealing with Incidences of Serious Misbehaviour promptly, firmly and consistently is of utmost importance. All such incidences must be

recorded in the child's file. and incidences must be recorded straight away or within 24 hours of occurrence by all staff involved.

All incidences should be communicated to parents of any children involved, where possible on the day of the incident, preferably face-to-face by showing them the incident folder. Pupils involved are required to apologise to the relevant person/(s), preferably in writing if appropriate. While recognising that there may be reasons for the misbehaviour of a child, the primary concern for the school and the Board of Management, in such circumstances, is for the safety, security and welfare of all the children and staff. If any child presents a likelihood of harm to self or others (physical, verbal, emotional) a parent/guardian should be requested to remove the child from school for the remainder of the day. If the incident takes place while under supervision of support staff, or in the yard, they must refer it immediately to the class teacher.

Children in the junior classes or children identified with EBD will be considered on a case-by-case basis by the school management.

After a third suspension, the principal may consult outside agencies and investigate alternate school placements for the child involved. Further detailed procedures are outlined in Section 1.12 of this policy.

### ***Behaviours considered to be a Serious Incidence of Misbehaviour***

- Verbal or physical assault on a staff member
- Harassing/Threatening other students/staff physically, emotionally or verbally
- Bullying
- Hitting, punching, kicking, or shoving aggressively
- Bringing weapons or items of a seriously inappropriate nature to school
- Spitting
- Leaving area without permission
- Using racist/xenophobic remarks
- Biting
- Damaging school property
- Throwing or using objects with force and intent to harm

## 10. **Dealing with Challenging & Gross Misbehaviour**

### **Challenging Misbehaviour**



Violence in the workplace is an issue of grave concern for employees and employers alike. As in other workplaces, school employees are also the victims of violence in the workplace. During the course of their work, school staff may be at risk from violence in the form of verbal abuse, threats, assaults, consistent incidences of serious misbehaviour or other forms of intimidation, named here as challenging misbehaviour. Aggression is defined as actions designed to injure or threaten another person, physically, mentally or emotionally.

Gaelscoil an Bhradáin Feasa is committed to ensuring that all staff will deal professionally with all incidents involving aggressive, potentially aggressive or reckless behaviour, and only use trained techniques to handle children safely as a last resort, in the interest of safety for the pupil, staff and others and always in the context of a respectful, supportive relationship with the pupil. Every effort will always be made to manage behaviour positively to prevent escalation of situations. Staff have a duty of care to the children and themselves. The underpinning values are Care, Welfare, Safety and Security. Staff understand the importance of listening to and respecting children to create an environment which is generally calm and supportive especially when dealing with pupils who may have emotional and behavioural needs. All staff understand the importance of responding to the feelings of the child, which lie beneath the behaviour, as well as to the behaviour itself.

### **Procedures for dealing with Challenging Behaviour:**

1. Seek assistance from another available member of staff immediately
2. Adopt a supportive stance and choose supportive tone of voice
3. De-escalate situation where possible by downplaying, setting limits, re-directing and staying in control
4. Disengage from the aggression if possible
5. Intervene safely as a last resort if necessary using the appropriate trained techniques
6. Move safely to a quiet space and have some quiet time
7. Re-establish rapport
8. Engage with pupil to explain occurrence and prevent re-occurrence
9. Inform Principal
10. Staff should then be given a period of time to collect themselves.
11. Record and document incident within 24 hours in child's file.
12. Inform parents/guardians
13. Introduce or review Individual Behaviour Plan if necessary.

### **Gross Misbehaviour**

In the event of an incident of gross misbehaviour, pupils should be suspended immediately and the possibility of expulsion may be considered by the Principal in consultation with the Board of Management. The five categories are below:

1. Sexual assault
2. Supplying illegal drugs to other students
3. Actual violence or physical assault involving grievous bodily harm
4. Credible threat of serious violence to another pupil or staff member
5. Serious damage to school property i.e. arson or flooding

## 11. **Suspensions, Expulsion & Appeals**

### **Suspensions**

- The Board of Management of Gaelscoil an Bhradáin Feasa has the authority to suspend.
- For a suspension lasting only 1 day, the Principal has the authority to suspend a pupil. This authority is delegated to the Principal and the Chairperson jointly for suspensions lasting longer than one day, by this policy.
- A decision to suspend a student requires that the student and parents are informed of the complaint and are given an opportunity to respond.
- Any suspensions which have occurred should be reported and minuted by the Board of Management in the Principal's Report.
- A student should not be suspended for more than three days, except in exceptional circumstances, where the principal considers that it is warranted to achieve a particular objective.
- Where a suspension longer than three days is being proposed by the Principal, the matter should be referred to the board. The Board of Management may, via email or phone, wish to authorise the Principal, with the approval of the Chairperson, to impose a suspension of up to five days in circumstances where a meeting of the board cannot be convened in a timely fashion
- Under Section 29 of the Education Act 1998 if a Board of Management expels a student or suspends a student or refuses to enrol a student then the parent may appeal that decision to the Secretary General of the Department of Education and Skills (DES) and the appeal will be heard by an appeals committee

## **Expulsions**

Expulsion will only be considered in an extreme case in accordance with Rule 130 (6) of the Rules for National Schools – i.e. ‘No pupil can be struck off the rolls for breaches of discipline without prior consent of patron and until alternative arrangements are made for enrolment of the pupil at another suitable school in the locality

### **Procedure for processing expulsion**

1. Parents/guardians notified verbally and in writing, of incident(s) prompting consideration of expulsion. This notification is to include reference to the setting up of a comprehensive investigation of the recent incident and behaviour history with a view to reaching a decision regarding the pupil’s continued enrolment at Gaelscoil an Bhradáin Feasa. The letter should also include information on the process to be followed and timeline.
2. An investigation to be set up into recent incident and behaviour history relevant to expulsion consideration. This investigation is to be led by the Principal, who is responsible to gather all relevant data within 5 school days of the incident occurring. The investigation team is to include the chairperson of the Board of Management and at least one other Board member.
3. The pupil/s in question and their parent/s or guardian/s should be provided with an opportunity to be heard on the matter either in person directly to the investigation committee or in writing, within the 5 day timeframe set for the investigation.
4. Any relevant resource or support personnel should also be consulted (i.e. educational/school psychologist, Education Welfare Officer, SENO etc.) during the investigation.
5. Once the investigation is complete the Principal will prepare a recommendation for action to the Board of Management. A meeting of the Board will be convened within 10 school days of the incident. If necessary an Extraordinary Meeting will be convened.
6. Where the Board of Management decides that expulsion is the course of action to be taken, a letter will be drafted to Foras Patúnachta and the

Education Welfare Officer notifying them of the Board's decision. A phone call to this effect will also be made to these parties by the Chairperson or Principal within 24 hours (1 working day). Upon authorization by the patron to proceed with expulsion, the parent/s guardian/s will be contacted and informed verbally.

7. This decision cannot be acted upon until 20 days from notification of the Education Welfare Officer (EWO).

8. The Board may decide to suspend the pupil(s) during this time to ensure safety and order within the school provided that:

(a) There is a likelihood that the continued presence of the child will seriously disrupt the learning of others

(b) The continued presence of the child at this time constitutes a threat to safety of staff or pupils

9. Once the 20 day period has ended the Board must formally confirm its decision (in the event no alternative solution has been found) and a letter will be sent to the parents/guardians, by registered post, informing them of the decision of the Board and of their right to appeal.

10. Throughout the process of investigation and up until the time that the parents/guardians have been notified of the decision, the strictest confidentiality is to be maintained regarding the possible consideration of expulsion of a student.

11. Upon notification of the parents/guardians the Principal may deem it appropriate to inform the pupil's classmates of their departure, however, reference to 'expulsion' specifically should be avoided, especially where siblings or relatives of the pupil remain in the school.

12. At all parts of the process and regardless of the behaviour leading to consideration of expulsion, confidentiality, respect and sensitivity should be key considerations in dealing with all the individuals and in the handling of such a process. All staff should be reminded of this.

### **Immediate Expulsion Procedure**

In extremely serious circumstances a pupil may be automatically expelled for a first offence in relation to any of the following behaviour, notwithstanding due process being followed at all times:

1. Sexual assault
2. Supplying illegal drugs to other students

3. Actual violence or physical assault
4. Serious threat of violence to another pupil or staff member
5. Serious damage to school property i.e. fire or flooding

### **Appeals**

The grounds upon which a child/parent/guardian can appeal a disciplinary decision are:

1. *That the school management did not act in accordance with established school policy.*
2. *That the school did not act in accordance with Department of Education rules for Primary schools.*

Where a child/parent/guardian believes they have been dealt with unfairly and not in accordance with the rules and procedures outlined in school policies, they may make:

1. An appeal in writing to the Principal.
2. If unsatisfied with the response of the Principal a further appeal may be made in writing to the Board of Management. The decision of the Board of Management is final in relation to disciplinary matters.

In the event of the suspension or expulsion of a pupil an appeal may be made if the parent/guardian believes the suspension/expulsion was not in accordance with school policy. Any appeal should be made to the Secretary General of the Department of Education and Science under Section 29 of The Education Act 1998 Appeals Application Forms available from the Department of Education.

## 12. **Training and Resources**

It is the policy of the Board of Management of Gaelscoil an Bhradáin Feasa that appropriate training will be offered to staff to deal with challenging behaviour. Courses will be offered to staff as they become available. Many of the staff have done the following courses: Incredible Years, Friends, Autism

Resources which can be used in conjunction with this Behaviour Policy include:

Stay Safe Programme, Walk Tall Programme, Continuum of Support Guidelines for Behaviour/Emotional/Social Difficulties,

## 13. **Actions to be undertaken**

Action	Responsibility	Completed?
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Distribute to and make school community aware of updated policy	Siobhán Ní Dhúill	
Place School Rules Posters in school	Siobhán Ní Dhúill	

### Appendices & References

1. [Anti Bullying Policy](#)
2. [Homework Policy](#)
3. [Continuum of Support Guide for Behaviour/Emotional/Social Difficulties](#)
4. [Rules for National Schools](#)

### Appendices for photocopying Litir céim 6

Rolla: 20258E  
Fón: 041 984 8667  
Faics: 041 983 0681



Bóthar an Mhuilinn  
Droichead Átha  
Co. na Mí

A thuismitheoirí, a chairde,

Tá a fhios agam go mbeidh díomá oraibh a chloisteáil gur roghnaigh *buachaill* mí-iompar a dhéanamh i rith am scoile. Tá Céim 6 ar Chód Iompair na scoile bainte amach aige dá thoradh seo. Tugadh foláirimh, smachtbhannaí agus treoracha soiléire di roimhe seo.

Tá a fhios maith ag Caelán go gciallaíonn sé seo go bhfuil rogha déanta aige go gcuirfí sibh ar an eolas faoin mí-iompar seo. Is céim eile an litir seo chun cabhrú le *buachaill* meas a bheith aige don scoil agus na rialacha.

Tá a fhios againn, áfach, le cabhair uaibhse go mbeidh feabhas ar an scéal. Táimid buíoch as an tacaíocht seo agus cuirfimid sibh ar an eolas faoi aon fheabhas a thárlaíonn amach anseo. Dár ndóigh, muna dtagann feabhas ar chúrsaí, beimid ag cur fios oraibh chun an scéal a phlé.

San idirlinn, iarraim oraibh focal dáiríre a bheith agaibh le *buachaill*.

*I know that you will be very disappointed to find out that buachaill has chosen to mis-behave today. he has reached stage 6 in the school's behaviour code.*

*buachaill knows that this means that we are left with no choice but to write to you. This letter is another step to help buachaill's to respect the school and our rules.*

*We know with your help things will have to get better. We are very grateful for your support and we will let you know when buachaill behaviour improves in school.*

*We ask you to please have a very serious word with buachaill.*

Go raibh maith agaibh arís as bhur gcuid tacaíochta,  
Is mise, le meas,

---

Hannah Ní Ghréacháin

Litir céim 6 cailín

Rolla: 20258E  
Fón: 041 984 8667  
Faics: 041 983 0681



Bóthar an Mhuilinn  
Droichead Átha  
Co. na Mí

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A thuismitheoirí, a chairde,

Tá a fhios agam go mbeidh díomá oraibh a chloisteáil gur roghnaigh cailín mí-iompar a dhéanamh i rith am scoile. Tá Céim 6 ar Chód Iompair na scoile bainte amach aici dá thoradh seo. Tugadh foláirimh, smachtbhannaí agus treoracha soiléire di roimhe seo.

Tá a fhios maith ag cailín go gciallaíonn sé seo go bhfuil rogha déanta aici go gcuirfí sibh ar an eolas faoin mí-iompar seo. Is céim eile an litir seo chun cabhrú le Alex meas a bheith aici don scoil agus na rialacha.

Tá a fhios againn, áfach, le cabhair uaibhse go mbeidh feabhas ar an scéal. Táimid buíoch as an tacaíocht seo agus cuirfimid sibh ar an eolas faoi aon fheabhas a thárlaíonn amach anseo. Dar ndóigh, muna dtagann feabhas ar chúrsaí, beimid ag cur fios oraibh chun an scéal a phlé.

San idirlinn, iarraim oraibh focal dáiríre a bheith agaibh le cailín.

*I know that you will be very disappointed to find out that cailín has chosen to mis-behave today. She has reached stage 6 in the school's behaviour code.*

*cailín knows that this means that we are left with no choice but to write to you. This letter is another step to help cailín to respect the school and our rules.*

*We know with your help things will have to get better. We are very grateful for your support and we will let you know when cailín 's behaviour improves in school.*

*We ask you to please have a very serious word with cailín.*

Go raibh maith agaibh arís as bhur gcuid tacaíochta,

Is mise, le meas,

---

Hannah Ní Ghréacháin

# Cód Iompair Dhearfach

**Le cur abhaile gach Meán Fómhair**



Gaelscoil an  
Bhradáin Feasa



A thuismitheoirí, a chairde,

Anois go bhfuil na páistí socruithe síos ar scoil agus go bhfuil siad i gcleachtadh lenár nósanna imeachta agus le rialacha na scoile, tá sé i gceist againn an clár smachta iniata a chur i bhfeidhm go foirmiúil ón Luan seo chugainn (\_\_\_\_) ar aghaidh. Beidh córas pointí / stampaí dhearfacha ar siúl i ngach rang. Rud a chothaíonn atmasféar dearfach agus a athtreisíonn iompair dearfach go laethúil.

Léigh na bileoga iniata le do pháiste, sínigh agus seol ar ais chugainn iad led' thoil.

*Now that the children have settled down in school and have become accustomed to our daily routines and school rules we will be implementing this discipline system from next Monday. Each classroom has a points / stamps system. This is a system which re-enforces positive behaviour and creates a harmonious pleasant learning environment and a very school atmosphere.*

*Please read the enclosed leaflet and sign with your child.*

*Le gach dea-ghuí,*

*Siobhán Ní Dhúill*

## STAFF EXPECT OF PUPILS:

- To be courteous and well-mannered
- To listen to what they are being told
- To try their best
- To let people feel comfortable
- To show respect to everyone including themselves

## PUPILS MAY EXPECT STAFF...

- To be courteous, consistent and fair
- To prepare and mark their work
- To be on time
- To listen at appropriate times to pupil's explanations for their behaviour
- To recognise good work and behaviour
- To deal with bad behaviour

## **Conradh Scoile**

### Céimeanna a leanann an múinteoir sa rang

#### Dearfacha

Moladh gur roghnaigh tú na rialach a leanúint:

- o Poinntí, Stampaí, litreacha, cártaí, duaiseanna, teastais, obair bhaile saor, Leabhar órga, turas chuig an bpríomhoide chun duais / moladh a fháil, nóta dhearfach abhaile, cuairt ar sheomra ranga eile, ainm scríofa sa leabhar órga

#### Smachtbhannaí

1. Foláireamh ó bhéal
2. Ainm ar an gclár bán (sealadach)
3. Focal ón múinteoir fad atá an lón á thógaint amach ag an rang.
4. Bogadh go bord eile.
5. Bogadh go rang eile ar feadh tamaill áirithe chun obair a dhéanamh.
6. Seoladh chuig an bpríomhoide – nóta abhaile.
7. Seoladh chuig an bpríomhoide- cruinniú foirmeálta leis na tuismitheoirí.
8. Smachtbhannaí níos dáiríre fós –fionraíocht san aireamh.

#### Fíor-dhrochiompar

- Díreach go Céim 6 sna smachtbhannaí. Cuirfear in iúl do thuismitheoirí an pháiste.

### Steps the teacher follows in the classroom

#### Positives

*Praise for choosing to keep the rules – for good behaviour and good work:*

- o *Stamps, letters, cards, prizes, certificates, no home-work, golden book, a trip to the principal for praise / reward A word of praise privately or in front of a group or class, a comment in a pupil's exercise book, a visit to another member of staff for commendation, Inclusion in the special conduct book (leabhar Órga), Positive mention at circle time or at assembly*

#### Sanctions

1. *Verbal warning.*

2. *Name recorded on board (temporary).*
3. *A word with the teacher while class is taking out lunch.*
4. *Move to another table.*
5. *Move to another class for a set period to do work.*
6. *Sent to Principal – letter home to parents.*
7. *Sent to Principal – formal meeting with parents.*
8. *Consideration of further more serious sanctions including suspension.*

### **Gaelscoil an Bhradáin Feasa**

Cabhraíonn an clár seo linn atmasféar dearfach foghlama a chruthú an fhaid atá féin-mhuinín na bpáistí á láidriú an t-am uilig. Is córas dearfach é agus trí dhíriú ar an dea-iompair in áit droch-iompair, meallann sé páistí chun iad féin a iompair go maith.

Tá sé bunaithe ar:

1. Rialacha Dearfacha
2. Luachanna Saothair
3. Smachtbhannaí

Tá an clár mar chroílár ár gcóras smachta. Tá na múinteoirí ag múineadh an chórais do na daltaí faoi láthair.

#### **Seo mar is féidir libh tacú linn:**

- Déan an Conradh Scoile a phlé le do pháiste agus sínigh le chéile é. Cuir ar ais go dtí an scoil ansin é.
- Léirigh suim i ndul chun cinn agus in iompar do pháiste an t-am go léir.
- Déan do pháiste a mholadh as a d(h)ea- iompar.
- Mol do pháiste nuair a thagann luachanna saothair abhaile.
- Is fiú rud mór a dhéanamh den dea-scéal.

*Cad ba chóir a dhéanamh nuair a roghnaíonn do pháiste an droch-iompair?*

- Ná caill an ceann – is rud nádúrtha é anois is arís, ach ná déan beag de ach oiread. Má chuireann muid fios ort, beidh do chuid cabhrach agus tacaíochta riachtanach le cuidiú le do pháiste.
- Déan cúrsaí a phlé a agus meall an dea-iompar.
- Bí oscailte – bíonn sé deacair ar gach páiste, is cuma cé chomh ionraic is atá sé / sí, droch-scéal a insint futhu féin.
- Bí cúramach gan seasamh i gcoinne an mhúinteora – mura n-aontaíonn tú leis an mbealach a bhfuil an múinteoir ag láimhseail cúrsaí, ná déan gearán faoi ós comhair an pháiste – cuir glaoch ar an scoil agus pléigh é.
- Ná déan dearmad! Tá muid go léir ag obair thar ceann an pháiste – tacóimis lena chéile.

*This discipline programme is a positive, structured, behaviour programme which celebrates good behaviour. It helps us to create a positive learning environment for all, while it strengthens the child's self-esteem and motivates him / her to learn. This programme concentrates on good behaviour and encourages children to behave well.*

*It is based on:*

- 1. Rules*
- 2. Rewards*
- 3. Sanctions*

### ***How you can play your part***

- Discuss the school charter with your child and sign it together. Then return it to the school.*
- Take an ongoing interest in your child's progress.*
- Praise their good record.*
- Make a fuss when they bring home commendations.*
- Re-inforce the positive.*

### ***What if your child chooses to misbehave?***

- Don't panic - they are not the first, or the last to misbehave but don't make light of it either. If the school has seen fit to contact you, the matter calls for a joint effort between home and school.*
- Keep an open mind- even the most honourable child can find it hard to give an account that incriminates him / herself.*
- Don't undermine the teacher- if you don't agree with how the teacher is handling a situation don't give out about the teacher in front of your child - call the school or come in.*

# CONRADH SCOILE Rang 1-6

## Rialacha le leanúint

1. Labhróidh mé Gaeilge i gcónaí
2. Leanfaidh mé treoracha an mhúinteora go béasach gan mhoill.
3. Beidh mé ar scoil in am, 'san éide ceart, leis an bhfearas agus na leabhair chuí.
4. Déanfaidh me mo chuid oibre go ciúin, díograiseach, gan cur isteach ar aon duine.
5. Féachfaidh mé agus éistfidh mé go haireach leis an múinteoir nó le páiste a bhfuil cead cainte aige.
6. Cuirfidh mé suas mo lámh chun cead cainte a lorg agus fanfaidh mé go ciúin im' áit go bhfaighim é.
7. Beidh mé cineálta, cóir, béasach, cabhrach i bhfocal agus i ngníomh le gach éinne.
8. Tabharfaidh mé aire don seomra ranga agus do gach a bhfuil ann (troscán, leithris &rl.)

## Dearfacha

Litreacha, cártaí poist, téacsanna nó glaonna gutháin abhaile, cuairt ar an Leas bPríomhoide nó ar an bpríomhoide le haghaidh moladh, teastais, obair bhaile saor, duaiseanna, Leabhar Órga, dearbháin etc.

## Smachtbhannaí

1. Foláireamh ó bhéal
  2. Ainm ar an gclár bán (sealadach)
  3. Focal leis an múinteoir fad atá an lón á thógaint amach ag an rang
  4. Bogadh go bord eile.
  5. Bogadh go rang eile ar feadh tamaill áirithe chun obair a dhéanamh.
  6. Seoladh chuig an Leas-Príomhoide - nóta caighdeánach abhaile
- Seoladh ag an bPríomhoide - nóta abhaile  
Seoladh ag an bPríomhoide - Cruinniú foirmeálta leis na tuismitheoirí  
Smachtbhannaí níos dáiríre fós - fionraíocht san áireamh

## Fíor-dhrochiompar

- **Díreach go Céim 6 sna smachtbhannaí. Cuirfear in iúl do tuismitheoirí**

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**Glacaimse leis an gconradh seo \_\_\_\_\_**  
**(páiste)**

**(Tuismitheoir)** \_\_\_\_\_

## Rang 1-6

## SCHOOL CHARTER

### Rules to follow

1. I will always use Gaeilge while in school.
2. I will follow instructions willingly and without delay.
3. I will be in school on time, in uniform and with the appropriate books and equipment.
4. I will work quietly, to the best of my ability, without interfering with others.
5. I will pay attention to the teacher or to a classmate who has permission to speak.
6. I will raise my hand and wait quietly until I have permission to speak.
7. I will be kind, fair, polite and helpful in word and deed.
8. I will take good care of the classroom and all property within it

### Positives

*Praise for choosing to keep the rules – for good behaviour and good work, Letters, postcards, texts or telephone calls home praising pupil, Visits to Vice-Principal and Principal for commendation  
Certificates, Free Home-work, Tokens, Book of Honour, Prizes*

### Sanctions

1. Verbal warning.
2. Name recorded on blackboard (temporary).
3. A word with the teacher while class is taking out lunch.
4. Move to another table.
5. Move to another class for a set period to do work.
6. Sent to Vice Principal – standard note home to parents.  
Sent to Principal – letter home to parents.  
Sent to Principal – formal meeting with parents  
Consideration of further more serious sanctions including suspension

### Very Serious Misbehaviour

- **Will trigger Step 6 automatically**

\*\*\*\*\*

I accept this school charter \_\_\_\_\_ (páiste / child)

\_\_\_\_\_ (Tuismitheoir / Parent)

## **RIALACHA TIMPEALL NA SCOILE (Gach rang)**

1. Is Gaelscoil í mo scoil. Labhróidh mé Gaeilge i ngach áit timpeall na scoile.
2. Cabhróidh mé le daoine eile a bheith sona, sábháilte ar scoil. Ní ghortóidh mé éinne le lámh, cos nó focail.
3. Siúlfaidh mé go ciúin béasach timpeall na scoile.
4. Leanfaidh mé treoracha fhoireann na scoile go béasach gan mhoill.
5. Coiméadfaidh mé an scoil agus a timpeallacht glan i gcónaí.

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**Glacaimse leis an gconradh seo \_\_\_\_\_ (páiste)**

\_\_\_\_\_ (Tuismitheoir)



## Rules around the school (all classes)

1. *My school is a Gaelscoil – I will speak Gaeilge at all times.*
2. *I will be kind, courteous and sensitive to others and will always treat them with respect.*
3. *While in the school-building I will walk carefully and quietly at all times.*
4. *I will willingly do as I am told.*
5. *I will keep my school environment clean, tidy and litter-free at all times.*

\*\*\*\*\*

*I accept this charter* \_\_\_\_\_ (*páiste / child*)

\_\_\_\_\_ (*Tuismitheoir / Parent*)