



Scoil an Duinnígh

Code of Behaviour

Under section 23 of the Education Act 2000, each school must have a code of behaviour and it must be prepared in accordance with the NEWB Guidelines. This Code has been reviewed in light of this.

Introduction

Scoil an Duinnígh reviewed the Code of Behaviour in the school year of 2021. The code of behaviour was developed and reviewed in consultation with the children, the teachers, the parents committee and the Board of Management. It is based on the established good practices and on the guidelines from the NEWB in relation to developing a Code of Behaviour.

Rationale

Scoil an Duinnígh reviewed the Code of Behaviour to ensure that it is in compliance with the legal requirements and good practice as set out in the book "Developing a Code of Behaviour" (Guidelines for Schools, published by the National Educational Welfare Board).

The Education (Welfare) Act 2000 sets out certain matters that must be included in a Code of Behaviour. According to Section 23(2) of the Education (Welfare) Act 2000, a Code of Behaviour shall specify the following:

- the standards of behaviour that shall be observed by each student attending the school;
- the measures that may be taken when a student fails or refuses to observe those standards;
- the procedures to be followed before a student may be suspended or expelled from the school concerned;
- the grounds for removing a suspension imposed in relation to a student; and
- the procedures to be followed relating to a child's absence from school (notifying the Educational Welfare Service, Child and Family Agency, Tusla).

The Code of Behaviour is available on the school website and a copy is available from the office. The Code of Behaviour was approved by the Board of Management at a meeting in January 2022.

The School's Philosophy / Mission Statement

Scoil an Duinnígh is an Irish language Catholic co-educational primary school under the patronage of the Archbishop of the Diocese of Dublin. Scoil an Duinnígh envisages to provide a high standard, comprehensive education to its' students through the medium of the Irish language. Scoil an Duinnígh aims to meet the various needs of the students in an environment that is fair, enjoyable, safe and that promotes the Irish language and culture.

Scoil an Duinnígh aims:

- To provide a high standard of education through the medium of the Irish language for our students.
- To create an enjoyable atmosphere for the students so that they can benefit from and enjoy their school days.
- To develop and foster the self-confidence and self-esteem of the students so that they will be ready and able to live full lives ahead.
- To recognise and cherish individualism and provide aptly for the challenges presented.
- To cultivate and promote the self-esteem of the entire school community with respect for all people and their possessions through encouraging and fostering a mind-set of personal responsibility.

- To develop a high sense of value for the Irish language, Irish music, games and culture.

Parental participation and support forms an important part of school life.

Irish

Irish is the spoken language of the school. Every effort is made to encourage the children to speak good Irish and to be proud of it. Everyone must speak Irish in the classroom, in the yard, in the surrounds of the school, and at school related events (i.e. tours, games, competitions, sacraments etc).

Relationship between the School's Philosophy and the Code of Behaviour

How people act and behave determine the school's atmosphere. How adults behave around the child has a significant impact on the child's behaviour. An open, honest, co-operative relationship between staff, parents and pupils facilitates an effective Code of Behaviour. It is important that all partners understand the standard of behaviour required in the school and the measures taken when the rules are broken. This helps to create a peaceful environment, where people may co-operate effectively.

Aims of the Code of Behaviour

In drafting the Code of Behaviour, particular attention was given to the requirements of the school. The aim of this code is to create an ordered and orderly environment which will benefit the entire school community. In such an environment children can develop self-discipline, feel secure and make progress in all aspects of their development. The Code of Behaviour outlines our expectations regarding behaviour and the manner in which the school community may help to create a positive and effective school. All members of staff will emphasise good behaviour and will adopt a positive approach towards the behaviour acceptable in the school. We, as staff members, would like to create a happy, calm environment, where there is sensible and reasonable order and discipline. We always expect parental support in order to achieve a high standard of behaviour in the school.

The main aims:

- Create a positive learning environment to allow the school function effectively and where the children can make progress in all aspects of their development.
- Encourage and praise positive behaviour and self-discipline, recognising that there are differences between children and that we need to accommodate those differences.
- Create an atmosphere of respect of others.
- Promote self-respect, self-control and responsibility in the child to encourage good behaviour.
- Ensure the safety and well-being of all members of the school community.
- Assist parents and children in understanding the systems and procedures that relate to the Code of Behaviour and seek their co-operation in the effective application of these systems.
- Ensure the systems of rules, sanctions and recognitions are implemented in a fair and consistent manner in every class in the school.
- Enable teachers to carry out their work without interference.

Participant Responsibilities regarding the Code of Behaviour

Board of Management

- Provide a safe and comfortable school and school environment.
- To exercise a duty of care to staff and children.
- Support the Principal/Staff in implementing the Code of Behaviour.
- To ratify and review the Code of Behaviour when necessary.
- To consider and decide upon recommendations for suspensions and expulsion, and communicate with parents and outside agencies such as the Patron and Tusla in this regard.
- To consider and decide upon appeals made under this policy.

The Principal

- Promote a positive educational atmosphere in the school.
- Ensure the Code of Behaviour is implemented in a fair, equal and consistent manner.
- Arrange the review of the Code of Behaviour as required.
- Liaise with staff, Board of Management and outside agencies where appropriate.
- Authorise training as appropriate.
- Lead investigations into potential expulsions and make recommendations, if appropriate, to the Board of Management.

The Teacher

- To familiarise themselves with and oversee consistent implementation of the school's Code of Behaviour.
- Give recognition and praise to a child for good work.
- To implement an appropriate positive reward system in their classroom.
- Provide a safe learning environment for each child.
- Be polite, fair and equal to the children and to the school community.
- To follow procedures in dealing with incidences of serious and challenging misbehaviour, particularly with regard to recording and communication.
- Devise and implement individual behaviour plans if necessary eg. continuum of support etc.
- Ensure that a child who has been accused of misbehaviour is given an opportunity to give their side of the story.
- To proactively implement our Anti-Bullying policy, Acceptable Use Policy and the policy for speaking the Irish Language (Labhairt na Gaeilge).
- Make or delegate making arrangements for face-to-face meetings with parents, and attend such meetings.

The Child

- To be courteous and well-mannered.
- To try their best.
- Attend school regularly and punctually.
- Speak Irish in the classroom, in the yard, in the in the surrounds of the school, and at school related events (i.e. tours, games, competitions, sacraments etc).
- Wear the Scoil an Duinnínigh uniform (complete) in school every day.
- Obey the rules of the school and the classroom rules.
- Listen to the teacher and accept their authority and advice.
- Show respect for all members of the school community.
- Respect school property and the property of other children.
- Every child and person is Unique - Respect and Accept all differences of individuals.
- Ensure their behaviour does not endanger any other child.
- Avoid nasty remarks, name-calling or swearing.
- Ensure they always bring the class equipment/books to school with them.

The Parents/guardians

- Mutual respect and co-operation between parents/guardians, teachers and staff members is fundamental to the ethos of Scoil an Duinnínigh and to the welfare and care of every member of the school community.
- Parents/guardians will support the Code of Behaviour by reading, accepting and co-operating with the Code. Parents will confirm in writing that they accept the Code of Behaviour and

that they and their children enrolled in the school shall make all reasonable efforts to ensure compliance with the code.

- Parents will ensure that children will attend school regularly and punctually and are expected to inform the school when their children are absent or late.
- Parents will encourage children to have a sense of respect for themselves, for others and for Property.
- Parents will encourage their children to do their best and to take responsibility for their work.
- Parents will make themselves aware of, and co-operate with, the school's rules and system of rewards and sanctions.
- Parents will attend meetings requested by the school.
- Parents will help their children with homework and ensure that it is completed and inform the school when homework isn't completed.
- Parents will ensure their children have the necessary materials for school. This also includes the School Uniform; Ensure that the children wear their Scoil an Duinnínigh uniform (complete) in school every day.
- Parents will inform the school if their child has any problems which may interfere with his/her progress or behaviour.
- Parents will inform the teacher if the child brings a mobile phone to school for use after school (see mobile phone use policy).
- As the Board of Management is responsible for the Health and Safety of all staff and students when in school, parents are asked not to approach or reprimand another person's child.
- The concern however should be raised with the school.
- The Board of Management has a duty of care to protect its staff under the Health Safety & Welfare at Work Act 2005. The Board will not tolerate any rude or threatening behaviour towards staff members. Failure to comply with this code of practice may result in an individual parent being asked to leave the premises and the Board will be informed. In serious cases the Gardaí may be called.
- Posting of slanderous comments on social media platforms regarding members of staff will also be deemed as a serious breach of the Code and may result in the staff member and /or Board taking legal action.
- Images / video recording taken by you here at Scoil an Duinnínigh must only be used for private / domestic purposes and not be put online or on social media. Parents are reminded that images which may identify other pupils should not be made accessible to others online or published in any other way.
- If you wish to speak with a teacher, please do not interrupt the class. Please make an appointment in advance by phone or e-mail.
- Grievance Procedure (Complaints Procedure) ; the policy must be followed when complaints by parents against teachers arise.

General guidelines for behaviour

The School Rules

The school recognises the differences that exist between children and the need to deal with these differences. It is expected that each child behaves responsibly in regard to themselves and others, and that they are well-behaved, understanding, polite and truthful to each other and to adults. Behaviour that impinges upon the safety or rights of other children will not be tolerated. Respect must be shown for the individual, his property and the school's property. Each child is expected to attend school regularly and to be on time. Each child is also expected to do his/her best both with school work and homework.

The school rules must be implemented effectively throughout the school to ensure that each child in the school knows the school rules. The school rules are displayed in the classroom and in the Code of Behaviour. At the beginning of the school year, each child along with their parents, must read and sign the rules. Each class teacher discusses the rules with the

children at the beginning of and during the school year. The school rules are also discussed and reinforced at assembly. In the case where children with special needs have difficulty understanding the rules, the class teacher contacts the parents and request them to revise the rules with them at home. In addition, the class teacher can enlist the help of the special education team to reinforce the school rules with children on an ongoing basis and as problems arise.

The Classroom Rules

Each class is required to draft their own set of rules, appropriate to the age and maturity levels of the children in that class. Each child is invited to participate in drafting the rules, which will be kept simple, age appropriate and written in a language that is simple and positive. The rules are often discussed, in particular during the SPHE lessons.

Children with Special Needs

All children are required to comply with the Code of Behaviour. However the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support team, and/or Principal as we work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice and/or psychological assessments may be sought. The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the differences in all individuals.

Bullying

Bullying is repeated or regular threatening or aggression by an individual or group against another/others. It can be verbal, psychological, electronic or physical. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting. Bullying will never be tolerated in Scoil an Duinnínigh and parents will be expected to fully co-operate when the school is dealing with incidents of bullying in accordance with the school's Anti-Bullying Policy.

Whole school approach to promoting good behaviour

The Principal and the Board of Management have overall responsibility for the implementation and on-going monitoring of the Code of Behaviour. Each teacher is responsible for discipline in their own classroom and with the other teachers are jointly responsible for school-wide order and good behaviour. Each teacher is also responsible for discipline when on yard duty and when supervising at school organised events. Parents and other members of the school community may formally submit recommendations and ideas on the Code of Behaviour to the Board of Management when it is under review. Contact may be made with either of the parent representatives on the Board of Management or directly with the Principal. The school is fully aware of the importance of parental support and co-operation in implementing the Code of Behaviour. The Code of Behaviour applies to all children and is always in force during school time and at any school organised event. It is the policy of the school to promote good behaviour at all times. Children learn best when they are encouraged and praised and given recognition for their good behaviour. When possible it is more effective to praise well behaved children than to punish those who misbehave. As part of our efforts to encourage good behaviour, time will be allocated at staff

meetings to discuss the Code of Behaviour. School staff will be given opportunities to discuss good and bad behaviour and to learn from each other. Teachers will make use of varying strategies to promote good behaviour.

All new teachers will be given the opportunity to read the Code of Behaviour and it will be discussed at the first staff meeting at the beginning of the school year. A copy of the Code of Behaviour will be given to each member of staff and it will be available to parents on the school website or from the office.

Praise and encouragement lead to better self-discipline in the child. In order to achieve a high standard of learning and good manners in Scoil an Duinnínigh we place a greater emphasis on rewarding good behaviour rather than on sanctions. Sanctions will occasionally be applied to demonstrate to the child that the wrongdoing / bad behaviour will not be tolerated. When a sanction is applied the child should understand that the bad manners will not be tolerated and that it is the wrongdoing that is at fault.

Strategies to promote good and positive behaviour

- Ensure that each child is familiar with the rules of the school and that they are revised regularly.
- Verbal praise from the teacher.
- A note of praise written on the child's work or in the homework journal / Seesaw / Google Classroom.
- Praise in front of the class.
- Class prize from the teacher (no homework, golden time, extra time in the yard, etc.)
- Special privilege/responsibility granted to the child or to the class.
- Praise from the Principal or from another teacher.
- Recognition at Assembly.
- The good behaviour communicated to the child's parents.
- Points system, "sun and cloud", "traffic lights" etc
- Reinforce HONEST (see appendices)

Strategies to prevent misbehaviour

The following strategies are used to promote good behaviour and to prevent misbehaviour. The sanction imposed on a child depends upon the type of misbehaviour in question, the rules that were broken and the age of the child.

- Correction and advice from the teacher
- The child will be separated from peers/friends
- Note regarding misbehaviour written by the child or the teachers and signed by the parents
- Privileges will be withdrawn from the child
- The teacher will record incidents of misbehaviour in the *Fillteán Iompair*
- Parents will be contacted
- The Principal will be sent for to speak to child / children
- The Principal will contact the parents
- Parents will be notified in writing and a formal meeting with them will be organised
- Suspension/expulsion from the school (in accordance with Rule 130 of the Rules for National Schools and the Education (Welfare) Act 2000)
- Reinforce HONEST (see appendices)

The child will not be deprived of engagement in any curricular area, except on grounds of health and safety. Incidents of misbehaviour will initially be dealt with by the class teacher. The teacher will incorporate discussions about the children's behaviour and its improvement in the SPHE classes. Each class teacher will place a strong emphasis on good behaviour and will aim to give regular praise in order to encourage good behaviour in the class. Where the above mentioned strategies fail or where there is serious misbehaviour, it will be necessary to involve the Principal, the parents and the Board of Management.

Managing Violent/Aggressive Behaviour

The school recognizes that a child may not always respond positively to the usual intervention, as outlined in the Code of Behaviour. These children require extra support in an effort to manage their violent or aggressive behaviour. Occasionally a small minority of children show particular challenging behaviour, due to their educational needs or to other reasons. It is vitally important for teachers and parents to co-operate in order to deal with this misbehaviour. It is important that the adults in their lives, at home and at school, follow the same system when dealing with the misbehaviour.

'An Fillteán Iompair' - The Behaviour Folder

Each classroom will have a Fillteán Iompair. The class teacher will use the Fillteán Iompair to record good and positive behaviour along with misbehaviour that is happening regularly.

A record is kept of misbehaviour of what the child did and the sanction given accordingly. If the parents are contacted regarding these incidents of discipline, this contact is also recorded in this Fillteán. This Fillteán Iompair is handed into the school office at the end of the school year and stored in accordance with GDPR guidelines.

The class teacher also uses the Fillteán to record incidences of serious and gross misbehaviour, speaking English as well as bullying. A description of what the child did, actions taken and the sanction given is recorded. If the parents are contacted regarding an incident of discipline, this contact is also recorded. The Principal is contacted by the teacher for incidents of serious or gross misbehaviour. A meeting is organised with parents if required.

If a child breaches the code, a system of sanctions will be applied, which depends on co-operation between parents and teachers.

A letter will be sent home at each stage (example attached). An account will be kept of the student's misbehaviour in the Fillteán Iompair. If the child breaks any rule his / her name will be placed in the Fillteán Iompair. If that child's name is written down three times in a row he / she will be placed on stage 1 of the System of Sanctions. The child's name must be written down three more times to proceed to the next step.

The System of Sanctions:

- **Step 1** - The teacher discusses the matter with the child and a letter is sent home to be signed explaining the situation.
- **Step 2** - If it happens again, a note is sent home asking the parents to come to the school to discuss the child's behaviour.
- **Step 3** - If the child's behaviour does not improve, the parents are invited to speak to the teacher and the principal.

- **Step 4** - Parents are asked to come to the school to discuss the child's misbehaviour with the Chairperson of the Board of Management.
- **Step 5** - If the situation does not improve, the child will be suspended from school for a period of up to 3 days. (See section on suspension and expulsion below)
- **Step 6** - If the code is breached again, the child may be suspended for a period of up to 10 days in accordance with the Guidelines in Step 5 above. (See section on suspension and expulsion below)

Note: The Principal must be contacted immediately in the event of a serious breach of the code (gross misbehaviour). The Board of Management and the Principal will be allowed to move that student to a higher level of the code.

The Principal will review behaviour of all children yearly and especially children who breach the code of behaviour.

Dealing with Incidences of Misbehaviour promptly, firmly and consistently is of utmost importance. All such incidences must be recorded in the child's file in the *Filteán Iompair* and incidences must be **recorded straight away** or within **24 hours** of occurrence by all staff involved. 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. The parent will be asked to sign the child out of school and based on the particular case may be advised to bring the child straight to the doctor. Tusla may also be contacted. 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 infant 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.

Riail na Gaeilge

Scoil an Duinnínigh is a Gaelscoil and it is of central policy that we educate our students through the medium of Immersion Education (*tumoideachas*) in which we teach only through the Irish language (except where English as a subject is being taught). Irish is the spoken language of the school. Every staff member and child communicates through the Irish language in the classroom, staffroom, office, yard, in the surrounds of the school, and at school related events (i.e. tours, games, competitions, sacraments etc).

Cárta Glas:

Reward system for the Promotion of Speaking Irish in the school.

A green card will be awarded to the child/group that is speaking the Irish language, making a strong effort to speak, seen to be improving their standard and generally display good practice of speaking *An Ghaeilge* in school.

Deliberate speaking of English will be recorded in the '*Filteán Iompair*' and each occurrence of deliberately speaking English will also count towards the sanctions in the code of behaviour.

NB: Refer to **Polasáí Labhairt na Gaeilge** in appendix.

Misbehaviour in the Yard

The following measures will be taken when dealing with misbehaviour in the yard. The teacher on yard duty will speak to the child/children misbehaving. Depending on the nature of the misbehaviour the following measures can be taken:

- Correct the child
- Ask child/children to accompany the teacher on duty around school yard
- Separate child/children from peers and place in a designated area for a period of 5-15 minutes
- Class teacher will be notified once lunch time is over. Class teacher will record the misbehaviour in the Fillteán Iompair
- Class teacher along with teacher on yard duty will deal with the misbehaviour as outlined for minor misbehaviour/serious misbehaviour.
- In the event of serious and gross misbehaviour, the teacher on duty will call for the Principal and class teacher

Misbehaviour – Classification

Misbehaviour falls into one of three categories:

- minor misbehaviour,
- serious misbehaviour
- gross misbehaviour.

The teacher or the Principal will make a judgement on the kind of misbehaviour in question based on a common sense approach having regard to the age and vulnerability of the child and the frequency and gravity of the misbehaviour. **See Appendix**

Suspensions, Expulsion & Appeals

Suspension and Expulsion

The Education (Welfare) Act 2000 accepts the right of the Board of Management to take reasonable measures to “ensure the good order and discipline are maintained in the school and that the safety of pupils (and staff) is secured.” The Board of Management’s duty of care extends to all pupils and staff and includes providing a safe environment for all staff and pupils.

Suspensions

- The Board of Management of Scoil an Duinnínigh has the authority to suspend.
- For a suspension lasting only 1 day, the Board of Management has delegated to the Principal the authority to suspend
- For suspensions lasting longer than one day, the Board of Management has delegated to the Principal and the Chairperson jointly
- A decision to suspend a student requires that the student and parents are informed of the complaint and are given an opportunity to respond.

Parents/Guardians have the right to appeal a suspension imposed by the Principal and/or by the Principal/Chairperson to the Board of Management

- 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 of Management. 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 of Management cannot be convened in a timely fashion.
- 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.

Reintegration following suspension

On return to school following suspension, the pupil shall be accompanied by Parent or Guardian in order to meet with School Principal.

Expulsions

Expulsion will only be considered as a last resort in an extreme case and in accordance with the guidelines published pursuant to the Education Welfare Act 2000.

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 Scoil an Duinnínigh. 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.
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. The parent or guardian of the pupil shall be notified of the hearing and invited to attend. They shall be advised of their right to make a written and oral submissions at the hearing to the Board of Management. They may be accompanied at this hearing by a support person.
7. Where the Board of Management forms the opinion that expulsion is the course of action to be taken, a letter will be drafted to the Education Welfare Officer notifying them of the Board's decision.
8. No further action can be taken by the Board of Management in relation to its opinion regarding expulsion until 20 days from notification of the Education Welfare Officer (EWO).

During this interim period the Board will engage with the EWO and with the parents/guardians of the pupil concerned as provided for in the statutory guidelines published in accordance with the Education Welfare Act 2000.

9. 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

10. 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.

11. 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.

12. 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.

13. 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.

Expulsion for a First Offence

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

A parent/guardian may appeal a decision to expel to the Secretary General of the Department of Education and Skills (section 29). An appeal may also be brought by the National Education Welfare Board (Tusla) on behalf of a student. Parents/guardians will be notified by the school of their right to appeal a decision to expel.

Attendance

Procedure for notifying the school of absences

Parents are obliged to notify the school (in writing) when their child is absent from the school and the reason for the absence. Parents are requested to send a letter of explanation or a note in the diary to the school (to the class teacher) when their child is absent from school due to illness or otherwise. All parents are advised not to bring children on holidays during the school year.

Where a child exceeds 20 days absences this must be communicated by the school to Tusla, The Child and Family Agency. This is a legal requirement on the school. Where a child's absence is due to illness this is communicated to Tusla. The school rewards children who have full attendance every year.

All schools are asked to submit information about individual student absences at regular intervals throughout the year on designated dates.

As a school we are obliged to report to Tusla when one or more of the following criteria apply:

- a student is expelled
- a student has been suspended for 6 days or more cumulatively
- a student has reached 20 days absence cumulatively
- a principal is concerned about a student's attendance
- a student's name is to be removed from the school register for whatever reason

NB: Attendance policy

Training and Resources

It is the policy of the Board of Management of Scoil an Duinnígh 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 including: Stay Safe Programme, Walk Tall Programme, Continuum of Support Guidelines for Behaviour/Emotional/Social Difficulties.

Reference to School Policies

- Anti-Bullying Policy
- Homework Policy
- AUP
- The Irish Language Policy
- Mobile Phone Policy
- School Uniform Policy
- Attendance Policy

Resources

- Continuum of Support Guide for Behaviour/Emotional/Social Difficulties
- Rules for National Schools
- NEWB; developing a code of behaviour

APPENDICES

1

Rialacha na Scoile

An Ghaeilge – Labhair an Ghaeilge i gcónaí

Meas – Léirigh meas ort féin, ar a chéile agus timpeallacht na scoile

Iarracht – Déan do dhícheall i gcónaí

Sláinte agus Sábháilteacht – Bígí Sábháilte, Coinnígí a chéile slán

School Rules

Irish – My school is a Gaelscoil, I will speak Irish at all times.

Respect – Show respect for oneself, others, property and the environment

Effort – Always do your best

Health and Safety – Stay safe and Protect each other

2

Categories of Misbehaviour

<p style="text-align: center;">1. Mion-mhí-iompar</p> <p style="text-align: center;">minor misbehaviour</p>	<p style="text-align: center;">2. Mí-iompar dáiríre</p> <p style="text-align: center;">serious misbehaviour</p>	<p style="text-align: center;">3. Mí-iompar tromchúiseach</p> <p style="text-align: center;">gross misbehaviour</p>
<ul style="list-style-type: none"> • Interrupting class work • Regularly arriving late to school • Running or being loud in school building • Not doing homework and not having a note • Throwing rubbish • Chewing gum • Being discourteous/unmannerly • Disregarding school rules • Inappropriate gestures/behaviour • Back-answering • Talking without permission • Name calling • Walking about without permission • Speaking English deliberately • Not holding rail/not walking on correct side of stairs • Climbing fences, walls, poles, art structures etc • Entering rooms without permission, especially office/staff room • Dragging coats, pulling hood, taking items, without permission to yard • Deliberately spoiling games/activities • Inappropriate behaviour during line-up. • Damaging/disrespecting school property through lack of care • Failing to follow teacher's instructions • Attempting to get others into trouble • Talking over someone or shouting out • Deliberating forgetting/losing items in an attempt to avoid class work • Using unacceptable/hurtful language/spitting 	<ul style="list-style-type: none"> • Constantly disruptive in class • Telling lies • Stealing • Regular back-answering • Bad language • Any behaviour that endangers self or fellow pupil • Bullying • Damaging others or school property • Deliberately misusing school property • Continual and deliberate disobedience • Continuously and deliberately not making any effort with school work/homework • Continuous deliberate Speaking in English • Regular name calling • Verbal/physical assault on staff member • Harassing/threatening other students/staff physically, emotionally, verbally. • Hitting, punching, kicking, shoving aggressively • Using racist, xenophobic remarks • Biting • Bringing weapons or items of a seriously inappropriate nature to school • Leaving area without permission • Throwing/using objects with force and intent to harm • Continuously taking part in dangerous / unsuitable activities 	<ul style="list-style-type: none"> • Leaving the school/school yard without permission • Causing deliberate harm to any member of the school community • Deliberately vandalising or setting fire to the school building or school property • The use of aggressive, threatening or violent behaviour towards a child or any member of the school staff: striking, kicking, biting or spitting. • Sexual assault • Supplying illegal drugs to other students • Actual violence or physical assault involving grievous bodily harm • Credible threat of serious violence to another pupil/staff member <p style="text-align: center;">In the event of an incident of gross misbehaviour, pupils should be suspended immediately by the Principal and the possibility of expulsion may be considered by the Principal in consultation with the Board of Management.</p>

<ul style="list-style-type: none"> • Rough play/wrestling • Any behaviour that interferes with the learning of the class • Being dishonest, including through omission • Having mobile phone/smart phone without note from parents 		
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Strategies for promotion of behaviour in Junior & Senior Infants

Na Naíonáin Sóisir / Junior Infants:

Currently in Junior Infants we use a positive behaviour plan which includes the following – The ‘Scamall System’ and ‘Class Dojo’.

Scamall System: Every child starts each day in the sun. The scamall bán is used if after three chances are given and the child is not following the classroom/school rules. A further three chances are given before the child would go into the scamall dorcha. If the child is in the scamall dorcha a short note is sent home to explain how the classroom/school rules were broken that day. This encourages a good line of communication between school and home.

Reasons to go into the scamall bán: not following the classroom rules such as; running in the classroom, invading others personal space, distracting and disturbing others

Reasons to go into the scamall dorcha: not following the classroom rules again after getting a chance in the scamall bán

On a rare occasion a child may go directly into the scamall dorcha for extreme and intentional behaviour such as hitting/kicking harming others.

Class Dojo: The children get both individual points and team points for the table they sit at. On a Friday the points are counted and the individual / group with the most amount of points gets a small prize (rubber/pencil etc.)

Na Naíonáin Sinsir / Senior Infants:

Currently in Senior Infants we use a positive behaviour plan which includes the ‘dréimire’ / ladder and ‘Class Dojo’.

An Dréimire: Every child starts the day in the middle of the dréimire – ‘I am ready to learn’. The children then can move up the dréimire during the day if particularly good behaviour/work is seen ‘I am going above and beyond expectations’. Likewise, children can move down a step on the dréimire if not following classroom/school rules ‘I can make better choices’. If a child reaches the top of the dréimire they get a small prize (rubber/pencil etc.)

Class Dojo: The children get both individual points and team points for the table they sit at. On a Friday the points are counted and the individual / group with the most amount of points gets a small prize (rubber/pencil etc.)

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The HONEST Approach

An HONEST approach is one that has:

- **H**igh Expectations means expecting, looking for and finding the best in ourselves and in one another. It's about doing and being our own best.
- **O**wn It is about taking responsibility for our actions, for the energy that we bring to the room and to the situation.
- **N**urture is about taking care of each other, offering each other support and guidance. It's about minding one another and living in community.
- **E**quity = being equal- everybody having the same opportunities. It's about having the same chance to speak, to listen, to share, to grow as each other.
- **S**afe is about feeling OK to show up as yourself, feeling safe to be heard and seen, to be able to share how we really feel; to be feel like we can let the armour and mask down and connect in a real way. It's also about feeling secure in our environment, that nothing bad is going to happen.
- **T**rust - building relationships that we feel secure and confident, where we belief in one another

AN CÁRTA GLAS

Reward system for the Promotion of Speaking Irish in the school



- **Bronnfar Cárta Glas ar éinne a bhfuil dea-chleachtas labhairt na Gaeilge ar taispeáint acu. m.sh. má tá iarracht mhór á déanamh an Ghaeilge a labhairt agus saibhreas agus dul chun cinn á dtaispeáint.**

A green card will be awarded to the child/group that is speaking the Irish language, making a strong effort to speak, seen to be improving their standard and generally display good practice of speaking An Ghaeilge in school.

Is iad foireann na scoile a bhronnfaidh an Cárta Glas. *It is the school staff who award this Green Card.*

- **Téann an dalta/an grúpa ar ais chuig an múinteoir ranga leis an gcárta. Nuair a bheidh 10 gcárta bailithe ag an rang beidh duais speisialta acu.**
When received the children present the card to class teacher. When 10 cards have been collected the class receives an award.
- **Tosaíonn na daltaí arís ag iarraidh 10 gcárta eile a bhailiú.**
They begin again to collect another 10 cards.
- **De réir mar a théann méid na gcártaí atá á bhailiú i méid ardaíonn na duaiseanna.**
As the number of cards collected increase so do the awards.
- **Is iad na daltaí leis an múinteoir ranga a shocraíonn na duaiseanna seo ag tús an téarma.**
The teacher along with the class decide the appropriate awards they wish to work towards at the beginning of term.
- **Ní féidir an cárta a bhaint i ndiaidh é a bhronnadh.**
Once the card is awarded it cannot be taken back

Mar shampla/for example

10 cárta glas	Am órga breise
20 cárta glas	Breis spóirt roghnaithe
30 cárta glas	Saor ó obair bhaile
40 cárta glas	Am órga gach lá an tseachtain sin
50 cárta glas	Lá gan éide scoile

60 cárta glas	Lá mór spóirt
70 cárta glas	Bácáil
80 cárta glas	Dioscó sa rang
90 cárta glas	Fís agus gráin rósta
100 cárta glas	BBQ ar scoil
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Pionóis as labhairt an Bhéarla d'aon ghnó
System of Sanctions for deliberately speaking in English

Rang 1 go Rang 6.

Penalties /sanctions for deliberately speaking English are only introduced from Rang 1 onwards. This part does not apply to the Infant classes.

Beidh pionós, cúpla abairt (seanfhocail) ag na daltaí chun a chur i gcuimhne dóibh gurb í an Ghaeilge teanga na scoile, mar seo leanas:

- Stage 1 – Lines written – Seanfhocail / Irish proverbs / poem
- Stage 2 – Lines written to be returned the following school day
- Stage 3 – Meet with class teacher
- Stage 4 – Meet with príomhoide & class teacher
- Stage 5 – Letter from Board of Management
- Stage 6 – Meeting with member of Board of Management
- Adjustment period for Rang 1 only up to Halloween break
- If a child keeps the rules for 1 month he/she will be moved back a stage (CÉIM)

<p>Céim 1 Rang 1 & 2: Le scríobh x 2 Rang 3 & 4: Le scríobh x 5 Rang 5 & 6: Le scríobh x 10</p>	<p>Céim 2 Rang 1 & 2: Le scríobh x 4 Rang 3 & 4: Le scríobh x 10 Rang 5 & 6: Le scríobh x 20</p>
<p>Céim 3 Rang 1 & 2: Le scríobh x 6 Rang 3 & 4: Le scríobh x 20 Rang 5 & 6: Le scríobh x 40</p> <p>Caithfidh na tuismitheoirí teacht isteach le labhairt leis an múinteoir ranga chun an fhadhb a phlé.</p>	<p>Céim 4 Rang 1 & 2: Le scríobh x 8 Rang 3 & 4: Le scríobh x 40 Rang 5 & 6: Le scríobh x 60</p> <p>Caithfidh na tuismitheoirí teacht isteach le labhairt leis an múinteoir ranga agus leis an bPríomhoide chun an fhadhb a phlé.</p>
<p>Céim 5 Rang 1 & 2: Le scríobh x 10 Rang 3 & 4: Le scríobh x 40 Rang 5 & 6: Le scríobh x 60</p> <p>Gheobhaidh na tuismitheoirí litir ón mBord Bainistíochta ag cur i gcuimhne dóibh gur Ghaelscoil í Scoil an Duinnínigh agus nach bhfuil</p>	<p>Céim 6 Rang 1 & 2: Le scríobh x 10 Rang 3 & 4: Le scríobh x 40 Rang 5 & 6: Le scríobh x 60</p> <p>Caithfidh na tuismitheoirí teacht isteach le labhairt leis an gCathairleach/Ionadaithe ón mBord.</p>

a bpáiste ag cloí le príomhriail na scoile. Iarrfar orthu teacht isteach arís leis an litir seo sínithe chun labhairt arís leis an múinteoir ranga agus leis an bPríomhoide agus an cás a phlé arís.	
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Deliberate speaking of English will be recorded in the ‘Filleán Iompair’ and each occurrence of deliberately speaking English will also count towards sanctions on the code of behaviour.
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