

Gaelscoil Thromaire
Tromaire
Maighean Ratha
Co. Laoise
Fón: 057 87 56306
Uimhir Rolla: 15446 B

Code of Behaviour

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

The Children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore any rules will be age appropriate, with clear agreed consequences.

Parents can co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

Aims of the Code

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 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 one another and to the environment
To enable teachers to teach without disruption
To ensure that the schools expectations and strategies are widely known and understood through the availability of policies and an ethos of open-communication.
To encourage the involvement of both home and school in the implementation of this policy.

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Responsibility of Adults

The adults encountered by the children at school 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.

As adults we should aim to:

Create a positive climate with realistic expectations
Promote, 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

School Rules

Respect for self and others
Respect for others property
Respect other students and their learning
Kindness and willingness to help others
Follow instructions from staff immediately
Walk quietly into and out of school building
Courtesy and good manners
Readiness to use respectful ways of resolving difficulties and conflict
Do your best in class
Take responsibility for your own work
Obey rules regarding 'whistle' in school yard
Always be truthful

These can be summed up as 6 main rules:

Respect / Be nice
Do your best
Be tidy
Be safe
Walk
Listen

Class Rules

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At the beginning of each academic year, the class teacher will draft a list of class rules/golden rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible, emphasise proper 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.

Incentives

Part of the vision of Gaelscoil Thromaire. Is to help children achieve their personal best - academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit or particular extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. Children will be encouraged, praised and listened to at all times by adults in the school Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should as high as for work.

The following are some samples of how praise might be given:

- A quiet word or gesture to show approval
- A comment in a pupil's exercise book
- A visit to another member of Staff or to the Principal for commendation
- A word of praise in front of a group or class
- A system of merit marks or stickers
- Delegating some special responsibility or privilege
- A mention to parent, written or verbal communication.

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher. In cases of repeated serious misbehaviour or single instances of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher and / or the Principal to discuss their child's behaviour.

Examples of serious misbehaviour:

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Behaviours that is hurtful (including bullying, harassment, discrimination and victimisation)

Behaviour that interferes with teaching and learning

Threats or physical hurt to another person

Damage to property

Theft

Examples of gross misbehaviour

Assault on a teacher or pupil

Serious theft

Serious damage to property

Sanctions

Teachers will record instances of serious and gross misbehaviour.

The use of sanctions or consequences would be characterised by certain features:

It must be clear why the sanction is being applied

The consequence must relate as closely as possible to the behaviour

It must be made clear what changes in behaviour are required to avoid future sanctions

There should be a clear distinction between minor and major offences

It should be the behaviour rather than the person that is the focus.

The following steps will be taken when the children behave inappropriately. They are listed in order of severity with one being for a minor misbehaviour and nine being for serious or gross misbehaviour. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the feature by which sanctions should be characterised. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this:

- 1 Reasoning with pupil
- 2 Verbal reprimand including advice on how to improve
- 3 Temporary separation from peers during break times if misbehaviour relates to roughness in school yard (5 minute time out) 10 minutes if more serious behaviour e.g. giving back answers to teacher.
- 4 Prescribing extra work / writing out the story of what happened
- 5 Loss of privileges

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- 6 Communication with parents and class teacher
- 7 Referral to Principal
- 8 Principal communicating with Parents
- 9 Behaviour Support Plan drawn up with support of parents and Special Education Teacher.
- 10 Referral to outside agencies such as NEPS, GP
- 11 Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

However, sanctions should relate as closely as possible to the behaviour. Therefore a child, who does not do his work in class or has not completed his homework, may be required to finish the work that evening.

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health and safety. The teacher and / or Principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times.

Professional advice from psychological assessments will be invaluable.

The children in the classroom 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 difference in all individuals

Methods of Communicating with Parents.

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents should be encouraged to talk in confidence to teachers about any significant developments in a child's life in the past or present, which may affect the child's behaviour

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The following methods are to be used at all levels within the school:

Informal parent / teacher meetings and formal parent/teacher meetings
Through children's homework journal (infants do not have a homework journal,
check bags)
Letters /notes from school to home and from home to school

Signed

Maireád Ní Nualláin
Cathaoirleach
Bord Bainistíochta
Gaelscoil Thromaire.

Reviewed by Board Of Management
04th February 2022

School Rules

- 1 Respect for self and others
- 2 Respect for others property

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- 3 Respect other students and their learning
- 4 Kindness and willingness to help others
- 5 Follow instruction from staff immediately
- 6 Walk quietly into and out of school building
- 7 Courtesy and good manners
- 8 Readiness to use respectful ways of resolving difficulties
- 9 Ask permission to leave the classroom /school yard
- 10 Do your best in class
- 11 Take responsibility for your own work
- 12 Obey rules regarding 'whistle' in school yard
- 13 Always be truthful

Cód Iompair na Scoile

- 1 Bíodh meas again orainn féin agus ar dhaoine eile
- 2 Bíodh meas again ar rudaí eile

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- 3 Bíodh meas again ar dhaltaí eile agus a gcuid oibre
- 4 Beimid cineálta agus cabhrach do dhaoine eile
- 5 Leanaimid treoireacha na múinteoirí ar an bpointe
- 6 Siúlaimid go réidh isteach agus amach ón scoil
- 7 Beimid deá-bhéasach I gcónaí
- 8 Tocfaimid ar chomhréiteach lena chéile le dínit agus le meas ar thuiraimí a chéile
- 9 Faighimid cead roimh an seomra ranga a fhágáil
- 10 Déanaimid ár ndícheall I gcónaí
- 11 Glacaimid freagracht as ár gcuid oibre féin
- 12 Beimid fírinneach i gcónaí

BEIMID DEAS LENA CHÉILE AN T-AM AR FAD