



Code of Behaviour

1. General

1.1 Scope

This policy applies to all students, parents and staff of Gaelcholáiste Charraig Uí Leighin and is in place during school, school activities, school trips and state examinations. This policy was drawn up in consultation with all the school's stakeholders.

1.2 Connection with the school's characteristic spirit

The aim of Gaelcholáiste Charraig Uí Leighin is to engender a safe environment in which respect, equality and integrity are at the foundations of all communication, and where the wellbeing of each member of our school community is prioritized.

Gaelcholáiste Charraig Uí Leighin is a community of learning excellence in an all Irish-speaking environment, which supports and challenges each pupil to reach their potential academically, personally, socially and morally, and is underpinned by core values of respect, fairness and integrity.

The importance of parental/guardian participation is central as we strive towards the realisation of the school's aims.

The cornerstone of the school's expectation of the highest standards of behaviour, learning, engagement, participation and communication are the wellbeing indicators of Awareness, Respect, Resilience, Connection, Responsibility, and Activity.

We believe that support and encouragement are necessary for the growth, development, learning and wellbeing of our students. Students are praised and recognised for high standards of behaviour. Emphasis is placed on the value of positive rather than negative reinforcement.

"Promoting positive behaviour can only occur in a mutually responsive learning environment that offers whole learning to a whole child within a whole school..." Tim O'Brien, Promoting Positive Behaviour, 2012; Routledge, London and New York.

1.3 Context

This policy was developed in consultation with all stakeholders of the school, in agreement with the school's characteristic spirit and with students' Wellbeing as core. The policy should be read in the context of the Child Protection Policy, Health and Safety Policy, School Tours Policy, Anti-Bullying Policy, Acceptable Usage of Technology Policy, Irish Language Policy, Work Dignity Charter, Attendance Strategy, Attendance Policy, School Uniform Policy, Smoke-Free Workplace Policy, Wellbeing Policy and Gaelcholáiste Charraig Uí Leighin's Suspension and Expulsion Policy, the NEWB Guidelines for Developing a Code of Behaviour 2008, the ESRI report on Growing up in Ireland: How families matter for social and emotional outcomes (2006 onwards), Junior Cycle Wellbeing Guidelines (NCCA 2017) and in the context of Vass and Hook's 8 Principles for Creating a Positive Environment in the Classroom, see Appendix 1. Special emphasis is placed on the importance of well-being in the growth and development of young people. The highest standards of excellence in every task are strongly encouraged. The behaviour of the students is a very important representation of those standards.

1.4 Rationale

This policy recognises the student as a special and unique individual who deserves a positive, safe, healthy environment in which to learn, and in which the wellbeing of all is supported by all school structures.

Good behaviour strongly supports a quality learning environment and the wellbeing of the child. Respect, fairness and integrity are a central part of the school's ethos. Any behaviour that is unmannerly, dangerous, and disruptive or presents a health and safety risk cannot be allowed. These important school values foster unity, wellbeing and positive relationships, which support the highest standards of teaching and learning.

1.5 Goals

The goals of this policy are:

- a) To enhance the wellbeing of each member of the school community, and to strengthen the basic principles of the school; respect, fairness and integrity;
- b) To encourage and support good behaviour;
- c) To foster and preserve good relations between every member of the school community;
- d) To increase student responsibility in terms of their learning, self-organisation and behaviour;
- e) To implement effective processes in order for the school to function effectively;
- f) To foster and preserve independent learners;

- g) To nurture responsible citizens;
- h) To protect the health and safety of everyone in the school;
- i) To clarify for parents, students, teachers and school management the high behaviour standards that are expected;
- j) To share with the school community the strategies that may be used in the school to encourage good behaviour and to discourage bad behaviour;
- k) To summarise the sanctions that may be used to address poor behaviour.

2. Policy Content

We expect in Gaelcholáiste Charraig Uí Leighin that:

- a) Each pupil shows respect to themselves and to every person in their environment;
- b) The School's Anti-Bullying Policy shall be adhered to at all times. No form of bullying will be accepted;
- c) Irish shall be spoken at all times at school and at all school events;
- d) All pupils shall be present, punctual and participative;
- e) All pupils shall wear full school uniform, fully black leather shoes, black or navy socks or tights, school jacket and school tracksuit at appropriate times, in accordance with the School Uniform Policy of Gaelcholáiste Charraig Uí Leighin;
- f) All pupils shall present themselves tidily, in accordance with the School Uniform Policy of Gaelcholáiste Charraig Uí Leighin;
- g) All pupils shall refrain from any behaviour or communication that may pose a health and safety risk;
- h) All pupils shall do their best at all times to fulfil their potential, shall take great care with homework and schoolwork, and shall use the school journal as prescribed;
- i) Instructions from school staff are followed;
- j) Pupils remain on school grounds during break-time and lunchtime;
- k) The use of mobile phones and/or personal devices is prohibited on the school grounds and during school events, except in exceptional circumstances when prior consent has been given by school authorities. Phones should be securely stored in lockers and should not be seen or heard.

- l) Pupils adhere to staff instruction regarding items not permitted in school. Amongst those items prohibited are tobacco, chewing gum, alcoholic beverages, drugs, substances or any other items that are inappropriate or that may pose a health and safety risk at school, at school events, or when wearing the school uniform;
- m) Pupils refrain from all forms of smoking, including vaping;
- n) iPads are securely stored and are only taken out during class-time, and the school's Technology Acceptable Usage Policy is adhered to at all times;
- o) Everybody respects the school environment, and keeps it clean and tidy at all times;
- p) Devices belonging to others are respected at all times;
- q) Communication with home is made from the school phone with prior permission from the school authorities;
- r) In the case of a pupil needing to leave school early, a signed explanatory note from the student's Parent/Guardian will be presented to the Year Head and Principal/Deputy Principal prior to 08:50 on the morning of their departure.
- s) A note explaining pupil's absence will be presented to the Year Head on the morning of return to school;
- t) The school journal will be kept neatly. It is the responsibility of the pupil and his/her parent(s)/guardian(s) to replace a lost or damaged journal;
- u) Everybody shows respect, courtesy and good manners towards each another at school and at school events, based on our guiding principles of respect, equality and integrity;
- v) For Health and Safety reasons, pupils will co-operate with school investigations to the best of their abilities.
- w) All pupils wear a face-mask in school. School Management reserves the right to send someone home from school should they refuse to wear same without medical certification.

Good behaviour has a core role in the well-being of the school community, and every possible support will be given to pupils in relation to their behaviour. Emphasis will always be placed on praising and encouraging good behaviour, and on expectation rather than regulation (See Appendix 2).

3. Roles and Responsibilities

3.1 Pupils' Responsibilities

It is every pupils' responsibility:

- a) To adhere to every aspect of this policy, and to contribute to the creation of a safe and supportive school environment, in which the safety and wellbeing of all takes precedence and;
- b) To ensure that any behavioural supports put in place for them are fulfilled.

3.2 Parents'/Guardians' Responsibilities

The school relies on the support of Parents/Guardians in implementing this policy. The school will make every effort to support each pupil in the creation of a safe and secure learning environment and expects the same support from parents/guardians.

It is the responsibility of each parent/guardian to ensure that their child understands that the school has the highest expectations in relation to well-being and behaviour, and the reasons for these.

3.3 Staff Responsibilities

Each staff member will monitor behaviour daily. Each staff member has a central role to play in this context. See Appendices 2 and 3. Staff members reserve the right to confiscate any item that poses a health and safety risk. In cases where a serious incident occurs, the student(s) involved shall be given the opportunity to provide a written account of the incident.

3.4 Role of Public Services

Intervention services such as NEPS may be used for behavioural support for pupils. The necessary services may be used as required at any level of the Ladder of Referral, see Appendix 4.

Any report made will be sent to Túsla and an Garda Síochána.

4. Non-Compliance with the requirements of this policy

Sanctions are necessary to help pupils reflect on their behaviour, and to re-enforce the importance of avoiding repeat offences. In cases of repeat offences or serious misbehaviour, the School Management will decide on the appropriate sanction. Examples of such sanctions can be seen in Appendix 3. School Management are the sole arbitrators of what is deemed appropriate behaviour.

In accordance with the Education Act 1998, and in the case of a serious concern regarding pupil behaviour, the management of Gaelcholáiste Charraig Uí Leighin reserves the right to suspend or expel a pupil from the school, in accordance with the school's Suspension and Expulsion Policy.

Appendix 1

Hook and Vass' 8 Principles for Creating a Positive Classroom Environment

1. Plan for good behaviour
2. Separate the behaviour from the student
3. Language of choice
4. Focus on Primary Behaviour
5. Actively build trust and support
6. Model the behaviour you want
7. Follow on issues that count
8. Reconnect and repair relationships

Appendix 2

Strategies used to Support Positive Behaviour

Oral praise

Positive note in the school journal

Irish Speaker of the Week

Irish Speaker of the Month

Assembly announcement

Note/Report on the Notice Board

Good work to be put on display around the school

School Twitter Account

School website

School excursions

House system points

Improvement Card

Various awards

Letter of Recognition

Celebratory Events

Awards Night

Appendix 3

Examples of sanctions that may be used

Conversation with the student

To move a student

Extra homework

Note in the journal

Removal of privilege

Confiscation of an item

Detention

Extra Irish-language tuition after school

Homework/Monitor Cards

Behaviour Card

Probation Card

Phone call home

Meeting with parent/guardian

Payment for any damage done

To suspend/expel a student

Appendix 4

Ladder of Referral

A ladder of referral is used to deal with incidents of unacceptable behaviour and to identify the staff member(s) with whom they may be addressed. The more serious the incident, the higher up the ladder of referral the incident will be addressed. The ladder of referral is described below:

- 1) Subject Teacher
- 2) Class Teacher
- 3) Year Head
- 4) Deputy Principal/Principal

The first staff member to witness a behavioural incident is the first point of reference in any subsequent discussion of the incident.

Step 1: Subject Teacher

Every subject teacher utilises classroom management strategies to resolve routine behavioural incidents in their own classes.

Step 2: Class Teacher

Every class is assigned a class teacher. He/she has an important role in the promotion of well-being and good behaviour. Any serious offence or a number of continuous minor offences will be reported to the Year Head.

Step 3: Year Head

Each cycle has a Head Teacher assigned to it, one at Junior Cycle, and one at Senior Cycle. He/she has an important role in the promotion of the wellbeing of all. Any serious offence or several continuous minor offences will be reported to the Year Head. In the event of an inquiry, the Year Head will ensure that the student shall be given an opportunity to give his/her written account of the incident.

Step 4: Principal/Deputy Principal

If the behaviour of the student has not improved despite every effort made by the school, or if a serious individual incident is involved, the Year Head will forward the case to the Principal/Deputy Principal. In the event of such an inquiry, the Principal/Deputy Principal will ensure that the student shall be given an opportunity to give his/her written account of the incident. If the Principal/Deputy Principal makes the decision that a suspension of the student is necessary, then the steps laid out in the Suspension and Expulsion Policy will be followed.

Appendix 5

Card System

Cards are issued, if necessary, in the following order:

Level 1	Improvement Card
Level 2	Monitor Card or Homework Card
Level 3	Behaviour Card
Level 4	Probation Card

1. Improvement Card

This card is given to pupils for five days to support and help the pupil to improve particular aspects of their learning. It is used to monitor rather than to punish. The subject teacher gives this card, and he/she checks it daily. He/she informs parents/guardians about the card and the reasons for it. This is not a sanction for students.

At the end of the five days, the Class Teacher decides either to end the Improvement Card or proceed to a Monitor Card. The Improvement Card is kept in the pupils file when it is completed.

If the pupil loses the card, they are given a replacement card, and a lunchtime detention.

2. Homework Card

This is a sanction. The Class Teacher gives this card if there is a concern regarding a pupil's homework. Parents are informed by the Class Teacher.

It is the pupil's responsibility to give the card to his/her Class Teacher each morning before school commences and to have it signed by his/her parent(s)/guardian(s) each night.

The pupil will have the card for five school days. If the pupil loses the card, they will be given a replacement card and a lunchtime detention.

If there is no improvement with homework, another card is given to the pupil for a further five days, and his/her parent(s)/guardian(s) are informed. If there is no improvement by the end of the second card, a meeting is arranged between the pupil, the Class Teacher and the relevant teachers to discuss school rules, school expectations and acceptable standards for

homework. Another homework card is given for a further five days at this point, and in the case of required standards not being met, the matter is referred to the Year Head.

Every card is kept in the students file when completed.

3. Monitor Card

This is a sanction. This card is given by the Class Tutor to pupils for five school days. Parents are informed by the Class Tutor. The pupil is expected to present the card to each class teacher at the beginning of every class. The pupil is responsible for getting the card signed by his/her parents/guardians each day. This card is used to monitor the pupil.

A lunchtime detention is given with this card also.

The Class Tutor gives this card, and it is the pupils responsibility to present this card to his/her Tutor each morning before school starts, or at a pre-arranged time.

At the end of the five days, the Year Head decides either to end the card, give another Monitor Card for a further five days, or give a Behaviour Card to the pupil.

If the pupil loses the card, they are given a replacement card and a lunchtime detention.

All cards are kept in the pupils file when completed.

4. Behaviour Card

This is a sanction. The Year Head issues this card to the pupil for a period of at least five days.

The pupil is responsible for presenting this card, signed by his/her parent(s)/guardian(s), to the Year Head each morning.

Two lunchtime detentions are given with this card.

If the pupil loses the card, a replacement card is given and a further lunchtime detention is given.

If the pupil's behaviour is of an unacceptable standard whilst on the card, another card is issued for a further five days. A letter is sent to his/her parent(s)/guardian(s) informing them of this decision. If the pupil's behaviour does still not meet acceptable standards, a meeting is arranged between the pupil, his/her parent(s)/guardian(s), the Year Head and/or the Deputy Principal, to discuss school rules, the Code of Behaviour, and acceptable standards of behaviour of the school. A Probation Card is given to the pupil for five school days at this point.

Every card is kept in the students file when completed.

5. Probation Card

Probation is an extremely serious sanction and is used in the most serious of circumstances. Permission to attend class is only given to the pupil while he/she is on probation on the condition that his/her behaviour is of a standard set out in the Pupil Management Policy. Any standard of behaviour less than this will not be accepted.

Parent(s)/guardian(s) are informed if a pupil is put on probation and are invited to attend a meeting at the school in the case of a pupil being placed on probation.

Two lunchtime detentions are given with this detention.

If the pupil loses the card, a replacement card is given and a further lunchtime detention is given.

Every card is kept in the students file when completed.

The Board of Management adopted this policy on May 9th, 2017.

It was reviewed on December 8th, 2020

It is available to all stakeholders.

It will be reviewed annually, and/or as deemed necessary.

Signed by

Chairman of the Board: _____

Date: _____

School Principal: _____

Date: _____