

# Gaelscoil an tSeanchaí



**Iompar Dearfach**

## POSITIVE BEHAVIOUR POLICY FOR GAELSCOIL AN †SEANCHAÍ

This policy statement is an attempt to outline our approach to encourage high standards of behaviour in the school and the community. The underlying principle is to focus on positive as opposed to negative aspects of behaviour.

There are 5 key aspects to the policy. All members of the school community should:

- treat each other with respect and recognise a balance between rights and responsibilities
- refrain from raising their voice or shouting unnecessarily
- encourage each other to achieve of their best
- create an atmosphere in which all feel safe and able to express themselves in an appropriate manner
- encourage and support each other to express ourselves in Irish at all times
- provide a nurturing environment in which self-esteem is promoted

The development of a Positive Behaviour Policy is governed by the following rules for children:

- we listen to instructions and explanations and give our best in all our work
- we listen to each other (without interrupting!)
- we resolve conflict by talking about the issue
- we contribute to a peaceful atmosphere
- we treat school property with respect
- we stay within the playground boundaries
- we take pride in wearing our school uniform

The implementation of the above rules via a scheme of rewards and sanctions is adapted to suit each age group. The class teacher is central to this implementation and in doing this, will call upon his/her own professional judgement.

Acceptable behaviour is rewarded with sincere and frequent praise. Teachers implement their own scheme of rewards (stickers, small stationery items, am órga, by telling good news to Deirdre) within their respective classrooms depending on the age and maturity of their children.

In the Naíscoil, one child is chosen daily as 'Réalt an Lae'. In the Gaelscoil, children who have made a special effort in the classroom or who have made their own contribution to school life are praised at weekly assemblies. R1 - 7 are presented with a certificate for being Gaeilgeoir, Oibrí, Páiste na Seachtaine and one pupil receives 'Moladh an Phríomhoide'. All these pupils have their photograph displayed in the school foyer and on the school website. Children can also be awarded an 'on the spot' moladh speisialta/ green card for being very kind, helpful or thoughtful.

Positive Reinforcement:

- In class reward systems
- Dojo points and messages home
- Gaeilgeoir, Oibrí and Páiste na seachtaine certificates presented weekly
- Moladh an Phríomhoide presented weekly
- Hot Chocolate Friday with the principal
- End of year rewards for Bua Speisialta, Gaeilgeoir Oibrí and Tinreamh
- Best class for speaking Irish rewarded termly
- Class with the best listening skills rewarded termly
- Birthdays are celebrated
- Homework passes as rewards for good class/individual behaviour
- Extra-curricular activities and awards celebrated

Once other methods have failed, inappropriate behaviour will result in sanctions which are primarily the responsibility of the class teacher. Sometimes it is necessary for the teacher to contact parents. However, in cases of persistent or more serious unacceptable behaviour, children will be sent to Deirdre. Parents are usually contacted at this stage and in exceptional circumstances it is sometimes necessary to ask them to take their child home for the remainder of that day.

## **SANCTIONS**

As is the form regarding all disciplinary actions, it is essential that a pupil understands fully that it is the behaviour which is not acceptable and not the pupil as a person. It is our policy that children realise that they will have to accept the consequences of their decisions and actions if they make other children feel unsafe and unhappy in school.

Inappropriate behaviour will result in sanctions which are primarily the responsibility of the class teacher. Teachers will record breaches of discipline and the respective action taken. Pupils are made aware that such incidents are recorded by teachers.

We have a staged approach to managing problematic behaviour. Children exhibiting such behaviour will follow these steps:

- be given one more chance
- no playtime at break for Key Stage 2 pupils and a 5-minute time-out for those at Foundation/Key Stage 1
- white Card (warning)
- yellow Card (second warning)
- red Card (including a letter/phone-call home and meeting between parents and Principal).

If a child receives a card, it will be sent home and parents will be asked to sign the card and return it to school. You are of course welcome to contact the school to discuss any concerns.

We have also implemented a 'Kind Hands' rule, which means that children are not allowed to put their hands on other children, in a way that may hurt, annoy or cause offence, even if this is done in a playful manner.

### **Behaviours which require immediate attention of the Principal**

1. any act of vandalism or damage to school property or to staff property
2. swearing or use of abusive language to any other person be they teacher, assistant, supervisor or child.
3. using threatening language or dangerous implement
4. involved in any actions which constitute a danger to other children
5. "mitching" from school or running out of school
6. tampering with firefighting equipment.
7. biting or physically hitting out and injuring another child or member of staff
8. other serious incidents such as fighting or repeated exclusion from activities

Such incidents may involve parents being called to a formal meeting and restitution sought where property has been damaged. Should the health and safety of children and staff be in jeopardy because of the actions of a child it may be requested that the child be collected from school by a parent, or named responsible adult, for the remainder of the day. Where there is evident repeated behaviour which is in breach of the Positive Behaviour Policy, the child's school

day will be reviewed. If such behaviours indicate a specific behavioural problem the child may be referred to the Behaviour Support Service and if necessary to the Educational Psychology Service for assessment.