

GAELSCOIL PHILIB BARÚN CODE OF DISCIPLINE

The aims of Primary Education may be briefly stated as follows:

- 1) To enable the child to live a full life as a child
- 2) To equip him/her to avail himself / herself of further education so that he/she may go on to live a full and useful life as an adult.

That these aims may be achieved it is necessary that school should be a well ordered and disciplined place. It should provide an environment where the child is physically safe and happy and where good relationships are fostered between pupils, teachers, parents/guardians and others involved in the running of the school. It should provide a curriculum and a working atmosphere to help each child develop his/her potential. It should help the child as he/she grows older to move away from an externally imposed discipline to become self-disciplined.

The purpose of a Code of Behaviour, as we see was the creation of a positive learning environment in which a child may fully enter into the life of the school. In the context of the classroom the Code will offer a framework within which positive techniques of motivation, reward and encouragement are utilised. Many forms of positive reinforcement are used – praise: encouragement: plus marks: colour code: merit cards and merit stamps: prizes: stars etc. etc.

Rules and Regulations have been drawn up to ensure the smooth running of the school and for the safety and protection of the children. While some apply directly to children and others require the co-operation and assistance of parents/guardians, all to a greater or lesser extent require the close co-operation of pupils, parents/guardians, teachers and Boards of Management.

THE CODE OF BEHAVIOUR covers the following areas:-

Behaviour in Class

Behaviour in the Playground

Behaviour in the School Environment during school times

GENERAL GUIDELINES FOR BEHAVIOUR:

All pupils are expected to behave in a responsible manner both towards themselves and others, showing consideration, courtesy and respect for other pupils and adults at all times.

Respect must be shown for the property of the individual and of the school at all times.

Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises and grounds.

Inappropriate behaviour may be classified as misdemeanour, misbehaviour, continuous misbehaviour, **serious misbehaviour, or gross misbehaviour** and is judged having regard to age, temperament, range of ability and/or other relevant factors.

If misbehaviour occurs at lunch time or at any other time when another teacher is in charge, the teacher may impose a sanction and inform the class teacher of same.

BEHAVIOUR IN CLASS

1. Courtesy and respect for others is the basis for classroom behaviour.
2. Pupils will respect the right of others to learn in a secure safe atmosphere.
3. Pupils will co-operate with instructions given by the teacher.
4. Pupils will complete assigned homework which may be oral/written memorisation of other tasks. Written work will be in a neat and presentable form.
5. Pupils will bring to school each day the books, copies, pens, pencils etc necessary to do their work properly. Pupils will take proper care of these items.

EXAMPLES OF MISBEHAVIOUR IN CLASS

1. Talking in class when specifically asked not to, often, regularly, or continuously.
2. Causing disruption by speaking out of turn
3. Distracting other children
4. Not carrying out or not completing assigned work either in school or homework without good reason
5. Homework not presented in a neat and acceptable form
6. Coming to school without items outlined above.
7. Speaking in English
8. Displaying cheeky or sulky behaviour
9. **Verbal abuse of another child or teacher** (Considered a serious misdemeanour)
10. **Stealing, ranging from minor pilfering to serious theft.** (Considered a serious misdemeanour)
11. **Physical abuse/bullying of another child or teacher** (Considered a serious misdemeanour)

BEHAVIOUR IN PLAYGROUND

1. Pupils should recognise the rights of all children in the playground
2. Any behaviour which endangers oneself or others is not permitted
3. Any behaviour which interferes with other children at play is not permitted. Aggressive behaviour/aggressive games are not allowed. The following are examples of such behaviour
 - a) Train games which involve pulling at others
 - b) Fighting/aggressive games of any sort
 - c) Running excessively fast or without due care to others
 - d) races of any type
 - e) Pushing
 - f) Football in areas where infants play or in the yard
4. Pupils must remain within playground boundaries during breaks
5. Irish is the playground language and pupils are to make every effort to speak it at all times. If a teacher hears pupils, in senior classes especially, speaking consistently in English the pupils will be suspended from play and will be put into their lines for a period of 2 minutes or as felt appropriate by the teacher on duty (e.g. to the end of break time)

6. No pupil is allowed to leave the yard to go to the toilet without the permission of the teacher on duty. No groups will be allowed go to the toilet.
7. If the teacher on duty has reason to correct a pupil as a result of breaking the rules they ask them to stay in their line and or report to class teacher.

EXAMPLES OF MISBEHAVIOUR IN PLAYGROUND

1. Littering
2. Games considered to be dangerous to oneself or others
3. Fighting, kicking, spitting, pushing*
4. Bullying or intimidation*
5. Pupils leaving the playground (this includes re-entering the school building) without the permission of the supervising teacher.
6. Food is not allowed in the playground or on the way to the playground
7. Pupils are not allowed to speak or disturb others in lines at end of break.

** are deemed major misdemeanours*

BEHAVIOUR IN SCHOOL ENVIRONMENT

1. For reasons of safety and to minimise accidents, pupils will move about the school in an orderly manner
2. Pupils must show respect for school property at all times
3. Respect and consideration for others are the basic rules.

EXAMPLES OF MISBEHAVIOUR IN SCHOOL ENVIRONMENT

1. Running on corridors
2. Shouting/talking thereby disrupting others
3. Loss of school property
4. Theft of school property *
5. Damage to school property *
6. Graffiti *
7. Assault on another pupil or teacher *

**deemed major misdemeanour*

SANCTIONS

In imposing a sanction it is the misbehaviour which is unacceptable and not the individual.

Sanctions are as far as possible relevant or related to the misbehaviour.

Curriculum subjects such as Art & Craft. P.E. will not be withdrawn from a child except where his/her behaviour in such a class is a source of danger or disruption to others. A whole class is not punished because of one child's small group's misbehaviour save in exceptional circumstances.

When misbehaviour occurs the following is a list of possible sanctions or strategies used. This list is not exhaustive.

1. The pupils is made aware of the fact that his/her behaviour is unacceptable:
2. The child may receive a verbal reprimand from the teacher:
- 3 The teacher may discuss misbehaviour with pupil:
4. The seating arrangement in class may be changed:
5. A child may be temporarily separated from class group:
6. Incomplete homework may have to be completed:
7. Badly presented homework may have to be re-done:
8. Additional homework may be prescribed:
9. A pupil may be given a written assignment re his inappropriate behaviour to be signed by parents/guardians:
10. If a pupil's behaviour is a source of danger/disruption to himself or others he may be removed from the activity in which he is involved e.g. Art/P.E., Play
11. A note or a comment may be written on a child's homework journal to be signed by parents/guardians
12. A pupil may be referred to an advising teacher, the Deputy Principal or Principal:
13. A pupil may be detained in class during break
14. Suspension:

Recompense is expected to be made by pupil/parent/guardian for damage, loss or theft of property.

Procedures for dealing with discipline issues

Primary responsibility for dealing with issues of behaviour rests with the class teacher.

The class teacher may use the advisory services of a nominated teacher for that age group to help in managing challenging behaviour. Practical issues such as class management and appropriate sanctions and interventions will be proposed.

The advising teacher may speak to the pupil if it is deemed necessary.

Parents will be informed by the class teacher if discipline issues become an ongoing problem.

A behaviour plan will be drawn up by teachers and parents to set behavioural targets for pupils. The principal will be informed of this plan. Failure to adhere to a behaviour plan will be deemed a serious breach of discipline and will be referred to both the advising teacher and the school principal.

Serious misdemeanours as denoted in this policy document will be referred to the principal and recorded on file.

The principal will speak with the offending pupil in the presence of the class teacher and /or advising teacher.

The principal meets with the parents.

Principal and Chairperson of the Board of Management meets with the parents.

A decision to suspend for an initial period of up to 3 days may at this stage be deemed appropriate.

- for reasons of health and safety;
- to facilitate the school to set behavioural goals with the pupil and their parents;
- to give school staff an opportunity to plan other interventions
- to impress on a pupil and their parents the seriousness of the behaviour.

When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, the school will expect the same behaviour of this student as of all other students once the sanction has been completed.