



GAELSCOIL BHRÉIFNE CÓD IOMPAIR / Code of Behaviour

Aim and Rationale of the policy:

The aim of the behaviour policy of Gaelscoil Bhréifne is;

- to create a positive, safe and inclusive learning environment, in which children, parents, teachers, special needs assistants, ancillary staff and the Board of Management work together collaboratively and in partnership.
- to ensure that every child makes progress in their development and is valued, encouraged and respected for their unique talents in a positive, holistic and supportive environment.
- To ensure that the school ethos – lán-Gaeilge and Multi-denominational – forms the basis and foundation of our school values: to promote the culture, heritage and development of the Irish Language, and the inclusion of all members of our school community, who are of various denominations and beliefs.
- to ensure that our ethos, school values and vision align with the NCSE Relate Framework (2025) which places regulation, inclusion and connection at the centre of all behaviour supports, and the Guidelines for Bí Cineálta, the national anti-bullying procedures published by the Department of Education (2024).

The principles of NCSE Relate inform and underpin the behaviour policy of Gaelscoil Bhréifne. These principles reframe behaviour as a means of communication and a sign of dysregulation. This policy emphasises the importance of connection and relationships and ensures that barriers to engagement are removed through implementation of the principles of Universal Design for Learning (UDL), co-regulation and student voice.

Legislative and Policy Context:

The Behaviour Policy of Gaelscoil Bhréifne is informed by national and international legislative frameworks:

- **Education Act 1998**
- **Education Welfare Act 2000**
- **EPSEN Act 2004**
- **NEWB “Developing a Code of Behaviour: Guidelines for Schools” (2008)**
- **Children’s First Act 2015**
- **Equal Status Act 2018**
- **Health and Safety at Work Act 2005**

This policy is also informed by the Department of Education publication “**Understanding Behaviours of Concern**” (2024), “**Bí Cineálta – Anti-bullying Procedures and Guidelines for Schools**” (2024) and the NCSE’s “**An Inclusive Education for an Inclusive Society**” (2024).

Reframing Behaviour in line with NCSE Relate:

From	To
Managing Behaviour	Understanding behaviour and communicating needs.
Hypothesising Function	Recognising stressors and environment impact.
Changing Behaviour	Changing environment to increase wellbeing.
Rewards and Compliance	Connection, regulation and intrinsic motivation.
Starting with Individual Interventions	Start with universal, school-wide inclusive practices.



General Guidelines for Positive Behaviour:

Ar Scoil/ At School:

- Pupils must speak Irish at all times except during the period time-tabled for English class.
- 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: property must not be damaged or drawn on in any way at any time.
- Attendance at school on time and with all necessary books, stationery, lunch, drink and sport gear as necessary.
- Follow instructions from teachers to the best of their ability.
- Proceed to their line up point on the yard in an orderly fashion without delay once the hand bell rings. Line up quietly and await collection from the yard by class teacher.
- Wear full uniform on uniform days and the school tracksuit on P.E. and swimming days. Neat attire is expected at all times. Spare jumpers and tracksuit bottoms will be provided to children who attend school not in full uniform and these must be returned at the end of the school day.
- Artificial hair colour is not permitted.
- Pupils are expected to comply with classroom rules on tidiness, safety routines e.g school bags under the table, speaking in turn, lining up to go out, proper care of school equipment and furnishings, helping with classroom tidying and organisation on a day to day basis.
- In the interest of hygiene and safety, only the following jewellery and body piercings are allowed - stud earrings and wrist watches. Pupils may be asked to remove items of jewellery in the interest of safety. Smart watches are not permitted.
- Make-up is not allowed.
- In the interest of encouraging healthy eating and of discouraging an accumulation of litter in the environs of the school, certain items are not permitted for pupil's lunches. e.g. fizzy drinks, bars, crisps, sweets.
- Chewing gum is not permitted in school or on school grounds.
- Children will eat their lunch in class and will not be permitted to bring food or drink out to the hall/ yard.
- In the interest of the safety of pupils with a nut allergy, our school is a nut-free zone.
- Children will refrain from distributing party invitations, Christmas letters and holiday mementos in school or on school grounds.
- Mobile phones/iPods/MP3 Players/or any hand held devices are not permitted in school as per circular 0045/2025. If found phones will be confiscated and kept in the Principal's office and parents will be contacted to collect it. The School/B.O.M. accepts no responsibility for loss or damage to these items. Please see the Mobile Phone policy for further information.
- Posting of any images or video clips on social media forums by pupils whilst in school uniform is strictly in breach of our school's Code of Behaviour.
- Misuse of substances in school is not allowed. Aerosol deodorant, caffeinated/ energy drinks, hydration tablets, vape cigarettes or nicotine products and Tippex are not permitted.

The standards and rules contained in this Code of Behaviour apply during school hours, at all extra- curricular classes, at swimming classes, at all fund-raising and social events organized by the school or by the Parents Association, at the schools' Christmas Concert, on school tours, and at all events organized by, on behalf of or in the name of Gaelscoil Bhréifne.



Sa Rang/ In the Classroom:

- At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the schools guiding principles as they apply in the classroom and are presented in a way that is accessible to the children.
- Class rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community.
- Courtesy and respect for others is the basis for classroom behaviour where pupils will respect the rights of others to learn in a secure safe environment.
- We expect that:
 - o Pupils will speak Irish at all times (excluding English lessons).
 - o Pupils will be honest in their dealings with others.
 - o Pupils will complete assigned homework which may be oral/written, memorization or other tasks. Written work will be presented neatly, following the instructions/ outline given by the class teacher.
 - o Pupils will bring to school each day the books, copies, pens, pencils etc. necessary to do their work properly.
 - o Pupils will take good care of their belongings, the belongings of others and all school property.
 - o Pupils are expected to keep their classroom and work space neat and tidy.
 - o Pupils will use kind words, kind hands and kind deeds in their interactions with others.
 - o For reasons of safety and to minimise accidents, pupils will move about the school in an orderly manner – lined up in their classes, no running/ throwing in the hallways, no shouting or loud noises in the hallways, waiting for their teacher at a door.

Ar an gclós/ In the yard:

The yard should be a safe, inclusive and enjoyable place for children to play, therefore pupils are expected to:

- Speak in Irish.
- Play safely and responsibly. (kind hands, kind feet and kind words)
- Remain within view of supervising teachers/adults at all times. Hiding behind prefabs, behind the fence, behind planters, out of the view of the supervising teacher is not permitted.
- Obey instructions given by supervising teachers/adults on duty immediately.
- **Stop, walk away and tell an adult** if they see Bullying Behaviour.
- Take care and look where they are going.
- Stay in their own station/ area on the yard and inside school boundaries.
- Respect the games of other groups or classes.
- Remain on the yard and not to re-enter buildings without permission from the teacher/adult on duty
- Proceed to their line up point on the yard in an orderly fashion without delay once the bell rings. Line up quietly and await collection from the yard by class teacher
- Inform the teacher on yard immediately if a ball or other item leaves the yard and lands up on the road/ outside the school boundary.
- Engage in games considered to be safe to oneself and others. Refrain from fighting, kicking, pushing, knocking other children to the ground, throwing items at others, sliding games, or lifting other children, using abusive language, name calling etc.

Note: If the teacher on duty decides that the weather is suitable the children will play outside. Children should only be sent to school if they are well enough to play outside

Ar Lá Fliuch/ On Wet Days:



- Pupils will engage in activities in their own classroom, outlined by the teacher.
- Pupils will remain seated and will not run around their classroom
- Pupils will not use sharp implements
- Only one child will use the toilet at a time.

Ag Snámh/ Swimming: (Refer to swimming policy)

Pupils will walk to/from the swimming pool in a calm, respectful manner, under the supervision of the class teacher.

- Pupils will walk into the swimming pool. No running allowed.
- Pupils do not shout or run in the dressing rooms or pool area.
- Listen and obey the instructor and lifeguard.
- Wear a swimming cap.
- Push or playing roughly in the pool, pool area or dressing rooms is not allowed.
- Pupils are expected to dress quickly after each session so that the class are not kept waiting.

Turas Scoile/ School Trips: (refer to School Trips Policy)

- Pupils will enter the bus and leave the bus in an orderly manner.
- Pupils will arrive on time.
- Pupils will keep the school rules as listed above.
- Sit in their seats, wear their seatbelts and avoid using loud voices or engaging in any behaviour that could distract the driver.
- Pupils will remove their rubbish from the bus before disembarking.
- Stay in their appointed groups at all times.
- Wear the school uniform as directed by the teacher.
- Return parental/guardian permission slips allowing the pupil to go on the tour.
- Mobile phones or other digital/recording devices are not permitted on school trips/tours.



Positive Behaviour Support System:

It is very important in Gaelscoil Bhréifne **that positive behaviour is recognised and acknowledged in our school.** Children are encouraged and praised for their efforts in demonstrating positive behaviour.

The following principles from NCSE Relate underpin our Behaviour Management Systems:

- o Regulation first: Prioritise co-regulation to help students return to a calm, engaged state
- o Student Voice: Actively seek and respond to the perspectives of students
- o Unconditional Positive Regard: Every student is worthy of dignity and respect
- o Neuro-affirmative Practice: Celebrate neurodiversity; do not seek to 'fix' difference
- o Solution-Focused Thinking: Focus on what is working and build from strengths
- o Universal Design for Learning: Reduce barriers to participation proactively
- o Staff and Student Wellbeing: Ensure both adult and student needs are addressed
- o Rights-Based: Grounded in UNCRC and UNCRPD, honouring student rights

1. Na Rialacha Órga/ The Golden Rules:

As children find it difficult to remember long lists of rules, pupils are introduced positive and child-friendly to "Na Rialacha Órga" a version of the school rules from Junior Infants and are encouraged to be responsible for their own behaviour. Older students are encouraged to model good behaviour for younger students.

The Golden Rules are:

2. The Incredible Years Programme

Following recommendations by NEPS, School Staff also incorporate the positive behaviour management strategies identified in **the Incredible Years Teacher Classroom Management Programme**. Staff have and will continue to undergo this training as and when it is provided by NEPS. Staff aim to create positive and predictable learning environments where there is a shared approach to the setting of and achieving learning and behavioural goals. Resources such as the IYTCM Parent Questionnaire for parents, the Wellbeing Questionnaire for pupils from R.3 to R.6 and Continuum of Support Documents inform how teachers create a happy classroom and school environment.

Each class participates in the Incredible Years whole school approach to recognising positive behaviour.

- Each class is awarded tokens based on their involvement in and contribution to positive behaviour in our school.
- Once each class has collected a certain number of these tokens, they are awarded a class celebration of their own choosing, such as a pizza party, class picnic, movie afternoon etc.

3. General Approaches to Positive Behaviour Support

Teachers are very conscious of the value of praise in encouraging pupils to keep the school rules. Pupils are praised by teachers for good behaviour when moving around the school, lining up in the yard, displaying courteous and respectful behaviour etc. We recognise that all children are different and every effort is made to cater for all children and all their differing needs.



The following list is a selection of strategies which may be used by individual teachers to affirm and promote positive behaviour in the classroom:

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- A visit to another class or the principal for commendation.
- Praise in front of class group.
- Assembly Awards e.g. Student of the Month, Gaeilgeoir na Míosa, Cara na Míosa.
- Individual/Group points systems e.g. Class dojo, class jars, raffle tickets, class charts etc.
- Stamps and stickers on children's work.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parents/guardians.
- A small gift/prize.
- Awards will be given to those students who show significant efforts in speaking Irish, "Labhairt na Gaeilge"
- Homework Pass.
- Golden Time – Movie, treat, extra PE/Art time.

A Restorative Approach to Misbehaviour:

In Gaelscoil Bhréifne, we take a restorative approach to misbehaviour. This approach is led by our SET team.

This teaches pupils to take responsibility for their behaviour by thinking through the causes and consequences. Inappropriate behaviour, when it becomes apparent, will be investigated immediately.

Restorative practices centre around a set of key questions that help pupils think about their behaviour and understand how they can correct it:

- *What happened?*
- *What were you thinking and feeling at the time?*
- *What have you thought about it since?*
- *Who has been affected and in what way?*
- *How could things have been done differently?*
- *What do you think needs to happen to make things right?*

The code of behaviour aims to stop and bring about a change in inappropriate behaviour by helping children to:

- learn that misbehaviour is unacceptable and change is needed
- see that their misbehaviour affects others
- understand that they have choices about their behaviour.
- understand that their choices have consequences
- learn to take responsibility for their choices / behaviours
- discuss and devise strategies to prevent the misbehaviour reoccurring
- defuse and resolve a situation
- signal to other pupils' that their wellbeing is being protected
- prevent serious disruption of Teaching and Learning
- indicate to a pupil why the sanction is being applied



- avoid further sanctions
- make a clear distinction between minor and serious offences
- focus on the pupil's behaviour not on the pupil himself/herself

Categories of Misbehaviour:

The code acknowledges three broad categories of misbehaviour and examples of each are outlined below:

- Minor Misbehaviour
- Serious Misbehaviour
- Gross Misbehaviour

All everyday instances of a minor nature are dealt with by the class teacher. Class teachers will keep a record of misbehaviour in class. The teacher on yard duty will keep a record of misbehaviour on the yard and inform the class teacher. If a pattern of minor misbehaviour is observed contact will be made with the parent by phone, and a meeting organised to discuss.

Single instances of serious misbehaviour will be dealt with by the class teacher in conjunction with the Principal or Deputy Principal and will be brought to the attention of parents. In cases of repeated serious misbehaviours parents will be involved at an early stage and invited to meet the class teacher and Principal or Deputy Principal to discuss their child's behaviour.

Parents will be informed immediately by the principal if there is one incident of gross misbehaviour.

Sanctions:

In imposing a sanction, it is the misbehaviour which is unacceptable and not the individual. The pupil is made aware of the fact that his/her misbehaviour is unacceptable.

Naíonáin – Rang 2

- 1.) Verbal warning/ *Rabhadh ó bhéal*.
- 2.) Moved to another part of classroom/ yard.
- 3.) Moved to another classroom/ yard (10 minutes) / *Aistriú go seomra eile ar feadh tamaill*.
- 4.) Sent to the principal / *Seoladh chuig an Príomhoide*.
- 5.) Conversation with parent(s)/ guardian(s) / *Teagmháil le tuismitheoirí*.
- 6.) Restorative Reflection sheet filled out at home with parental support.
- 7.) Repeated issues with behaviour will then necessitate the creation of an Individual Behaviour Plan, created by the Class Teacher, Support Teacher, Parent and the Child, which will outline further steps for behaviour management.



Rang 3 – Rang 6:

The following list of examples are not exhaustive. Teachers may categorise misbehaviours at their own discretion, in collaboration with the in-school leadership team, depending on each individual case and context.

Examples of Minor Misbehaviour:	Sanctions:	Who:
- Not speaking Gaeilge during the school day - Not listening in class/ yard and not following adult instruction - Interruption of class work/ teaching and learning. - Being discourteous to other children and staff members - Arriving late to school and class - Distracting other pupils - Not taking care with school/ homework - No homework completed - Breaking class rules - Leaving seat during break times (wet days)	- Verbal warning - Verbal warning with consequence (moved to another part of the classroom/ yard, removal of distracting item etc. - Withdrawal to another classroom/ yard (10minutes) - Repeated minor misbehaviour will progress to sanctions outlined for serious misbehaviour. Parent/ Guardians will be contacted to inform them of this.	Class teacher Teacher on yard duty Múinteoir Tacaíochta

Examples of Serious Misbehaviour	Sanctions	Who
- Repeated minor misbehaviours over 4 – 5 days - Showing disregard for the school environment by littering and damaging school property - Disrespectful to teachers and staff members (eye rolling, muttering under breath, answering back, smirking) - Swearing - Engaging in rough play (wrestling, pulling/ pushing, kicking, tumbling, play fighting) - Using phones/ smart watches/ fitbits in the school building or on school grounds, including any other smart device that can record images	- A visit to the Principal's/ Deputy – Principal's office - Complete classwork/ restorative reflection work at break/ lunch time - Spend time in another yard at break/ lunch - Spend time in another classroom/ the support room completing work/ restorative reflection work. - Complete a behaviour reflection form at home with support from parent. - Repeated serious misbehaviours will necessitate the creation of an Individual Behaviour Plan for the child, in collaboration with the parent, teaching staff and the child. - Repeated serious misbehaviours will then progress to the sanctions	Class teacher Teacher on Yard Support teacher In-school management team Parent: to sign reflective practice work/ uncompleted work/ individual behaviour plan Meeting with parent to create IBP



Repeatedly speaking as Bearla	outlined for gross misbehaviour, under the direction of the in-school management team, support teachers and school principal.	
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Examples of Gross Misbehaviour:	Sanctions:	Who:
- Repeated serious misbehaviours. - Aggressive, threatening or violent behavior towards a member of staff or a pupil - Damaging others' property including writing on or ruining another child's work - Endangering self or fellow pupils in the class or the yard - Graffiti around school or grounds - (drawing / writing / marking) - Bringing weapons/ dangerous tools into school - Possession of or supply or use of alcohol, cigarettes, illegal drugs and/ or other harmful substances including vape cigarettes - Deliberately injuring any member of the school community - Damaging school property - Repeatedly and deliberately interrupting teaching and learning in the classroom/ on the yard. - Ridiculing another child/ adult - Repeated name-calling and insults. - Refusing to follow an adult's instructions. - Leaving school premises during school day without permission - Swearing - Repeated bullying and cyber-bullying* - Stealing - Telling lies - Discriminating against others in the school community because of their gender, racial or ethnic origin, religion or belief, age, disability, sexual orientation, language or family make up	- Loss of the privilege of going on school tours, trips, workshops, events - Withdrawal from class/ yard - In school suspension - Suspension*	Class teacher Support teacher HSL In-school Management team Principal Chairperson BOM



Pupils with Additional Needs:

Gaelscoil Bhréifne recognises that pupils with special needs may require assistance in understanding certain rules. Differentiated planning to encourage positive behaviour will be included in the pupil's continuum of support plan/ Individual Behaviour Plan, which is drawn up in consultation with parents/guardians, the class teacher, support education teacher and/or the Principal. Staff will work closely with the 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 taken into consideration.

School Uniform/ Dress Code:

We ask for the cooperation of parents with our school dress code.

- The school uniform fosters a sense of belonging and pride in the school community of Gaelscoil Bhréifne. It is essential that pupils are neat and tidy and wear full school uniform each day, with the exception of designated sports days when the school tracksuit must be worn.
- During cold or wet weather, pupils should wear a coat or jacket to school, but this must be removed during class time.
- Hats, scarves or headgear may not be worn during class time.
- Pupils may not wear non-uniform pullovers, fleeces or jerseys during class time. An extra undergarment should be worn, if required. Spare navy tracksuit bottoms/ spare green or navy jumpers will be provided for the duration of the school day if necessary.
- Appropriate footwear should be worn. Black or brown shoes/ runners are most suitable for daily wear.
- High heeled shoes/ platforms are not allowed for the child's safety.

Toys

Toys are a distraction in school and can cause disturbance and upset if lost or broken.

It is recommended that toys are kept at home.

Anti-Bullying/ Bí Cineálta:

Reports of bullying will be followed in line with the guidelines outlined in the Bí Cineálta Policy of Gaelscoil Bhréifne. Repeated acts of bullying will be managed as outlined in the above section "Sanctions – Gross Misbehaviours."

Managing Aggressive or Violent Behaviour:

Strategies used for dealing with serious emotional and behavioural problems e.g.

- The parents of children who are emotionally disturbed will be encouraged to seek support from their family doctor.
- Appropriate support is sought from services available e.g. Health Service Executive, NEPS

In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff, what steps does the school take?



Suspension:

The entitlement to education is protected in a range of constitution and legal provisions and in human rights Conventions. These legal protections for the individual student's right to education mean that decisions to suspend a student are open to appeal and may be subject to judicial review by the High Court.

The Board of Management and Principal have a duty to ensure that there are no delays in an investigation and in making decisions about the imposition of suspension.

Great care should be taken to ensure that all matters to do with an investigation of alleged misbehaviour are dealt with in confidence.

For the purpose of this policy, suspension is defined as:

Requiring the student to absent himself/herself from the school for a specified, limited period of school days.

Schools are required by law to follow fair procedures when proposing to suspend or expel a student.

Fair procedures have two essential parts:

- The right to be heard
- The right to impartiality.

The right to be heard means:

- The right to know that the alleged misbehaviour is being investigated
- The right to know the details of the allegations being made and any other information that will be taken into account
- The right to know how the issue will be decided
- The right to respond to the allegations
- Where the possible sanction is of a serious nature, the right to be heard by the decision-making body
- Where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The right to impartiality means:

- to impose.
- The right to an absence of bias in the decision-making
- The right to impartiality in the investigation and the decision-making

In a school, fair procedures apply to:

- The investigation of alleged misbehaviour that may lead to suspension.
- The process of decision-making as to (a) whether the student did engage in the misbehaviour and (b) what sanction.

The Board of Management of a recognised school has the authority to suspend a student.

In Gaelscoil Bhréifne the principal can make the decision to suspend a child for 3 days pending a meeting with the BOM.

Suspension will be implemented as a proportionate response to the behaviour that is causing concern.

The decision to suspend a student requires serious grounds such as that:

- The student's behaviour has had a seriously detrimental effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety
- The student is responsible for serious damage to property.



A single incident of serious misconduct may be grounds for suspension.

Procedures in respect of suspension.

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school should observe the following procedures:

- 1) Inform the student and their parents about the complaint
- 2) Give parents and student an opportunity to respond.

Parents may appeal a principal's decision to suspend a student to the Board of Management if the total period of suspension for that school year reaches twenty days. A Board of Management's decision resulting in the same scenario may be appealed to the Secretary General of the Department of Education and Skills.

Implementing the Suspension

The Principal will notify the parents in writing of the decision to suspend. The letter will confirm:

- The period of the suspension and the dates on which the suspension will begin and end
- The reason for the suspension
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the Code of Behaviour)
- The provision for an appeal to the Board of Management
- The right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998 section 29)

Appeals

Under Section 29 of the Education Act 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Accordingly, schools should advise parents of this right of appeal and associated time frame if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 23/02).

- Parents/guardians are informed at the time of suspension/permanent removal of the student in writing by the principal of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion. A copy of Circular 22/02 and related forms will be kept in the school to give to the parent/guardian if subsequently requested.
- The principal in consultation with the Chairperson of the Board of Management will prepare a response if and when an appeal is being investigated by the Department of Education and Science.

Keeping Records:



- ✓ It is the responsibility of the class teacher to maintain records pertaining to behaviour for their class. Behaviour records may also be stored on the password protected teaching computer
- ✓ It is the responsibility of the class teacher to ensure that parents are regularly informed of their child's behaviour, especially in instances of rule breaking and/ or challenging behaviour
- ✓ In instances of rule breaking and/ or challenging behaviour on the yard, the teacher on yard will inform the class teacher and the class teacher will contact the parent where necessary by phone/ from the school office email. Two members of staff must be present for all contact with parents.
- ✓ The School Incident Folder is kept in the Principals office. Any incidents of note from yard or the class must be noted on the Foirm Eachtra/ Incident Form and signed by the supervising teacher. This form is then stored in the folder. (See Appendix)
- ✓ All teachers must ensure that the school template "Foirm Eachtra/Incident Form" is completed and submitted to the school principal on the day that an incident has occurred.
- ✓ Incident reports are written in a factual and impartial manner.
- ✓ Incident reports are stored securely in the principal's office.
- ✓ Parents/ Guardians are to receive a copy of behaviour support plans. The template for these plans are stored on the Aladdin system.
- ✓ Pupil absences are recorded on Aladdin on password protected computers and password protected teacher accounts

Procedures for Notification of Pupil Absences from School:

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, *"the procedures to be followed in relation to a child's absence from school."* Section 18 stipulates that parents must notify the school of a student's absence and the reason for this absence.

Strategies that are used in Gaelscoil Bhréifne to encourage school attendance include:

- Creating a stimulating and attractive school environment
- System for acknowledging/rewarding good or improved attendance
- Adapting curriculum content and methodologies to maximise relevance to pupils
- Adapting the class and school timetables to make it more attractive to attend and to be on time
- Making parents aware of the terms of the Education Welfare Act and its implications
- Parents/guardians should inform the school of absences by sending a note / email to the school office for the attention of the class teacher.

The School Day:

The school yard opens at 8.20am.

School commences with assembly at 8.30am.

The following classes finish at 1.10pm:

- Naíonáin Bheaga
- Naíonáin Mhóra
- Tír na nÓg

The following classes finish at 2.10pm:

- Rang 1 – Rang 6
- Rang Sonas

Breaktime is held from 10.10am to 10.20am every day.

Lunchtime is held from 11.50am to 12.10am every day.

Parents collecting their child early are asked to sign their child out of school at the office.

Related School Policies:

Child Safeguarding, Anti-bullying, Parental Complaints Procedure, Enrolment, Obair Bhaile, Phone & Electronic Devices, Internet Acceptable Usage, Health and Safety, Special Education.



Criteria for Success:

The following are indicative of the success of the policy:

- Observation of positive behaviour in classrooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers.
- Positive feedback from teachers, parents and pupils
- English will only be heard during English lessons.

Implementation of the Code of Behaviour of Gaelscoil Bhréifne:

Responsibilities of the BOM

- Support the School Principal and staff in the implementation of this policy.
- Review, verify and ratify this policy for each school year.

Responsibilities of the teacher

- To show respect to all children and other staff members/ visitors.
- Be kind, consistent and fair with all children.
- Use respectful ways of resolving difficulties and dealing with conflict.
- Prepare learning activities that are engaging and ability appropriate.
- To be on time for work/ yard supervision/ CPD training.

Responsibilities of the student

- To speak Gaelge to the best of their ability at all times
- Be kind to one another
- Help one another
- Respect one another
- Be fair in work and in play
- Respect school property and equipment
- Come to school on time each day
- Put their best effort into schoolwork and homework
- To wear the school uniform with pride

Responsibilities of the parent

- Speak positively about school with your child.
- Take an interest in your child's work, spend time with them completing any homework and project work .
- Discuss with and ask that your child always follows expectations for pupils.
- Let your child's class teacher know of any concerns as soon as possible.
- Bring your child to school on time each day, in full uniform, with all necessary books, stationary, lunch, drink and sports gear if required.
- Work together with your child's teachers in the interests of their holistic development and wellbeing.
- To respect school staff and to support them in their implementation of school policies and procedures.

Gaelscoil Bhréifne
Cnoc an Choiligh
An Cabhán
H12 TD54
Uimhir Rolla: 20026G
Príomhoide: Niamh Ní Cheallaigh
Leas-Phríomhoide: Éadaoin Nic Einrí



- To report any inappropriate behaviour/ comments made against another child, staff member or parent on any communication app/ social media app to the school principal.
- To follow the procedures for communicating with school staff as outlined in the school communication policy.

This policy was ratified by the Board of Management of Gaelscoil Bhréifne on the following date:

It will be reviewed by the Board of Management of Gaelscoil Bhréifne on the following date:

Signed: _____

Chairperson of the Board of Management of Gaelscoil Bhréifne

Principal of Gaelscoil Bhréifne