

Code of Behaviour Policy

Córas Smachta na Scoile

Our Code of Conduct covers five main areas:

- Attendance and Punctuality
- Uniform
- Homework Journal and Homework, Books and Copies
- Classroom and General Behaviour.
- Circle time and Positive Discipline

Each pupil receives a copy of, discusses and agrees to accept the School's Code of Behaviour, Sports and Internet Safety Policies.

Information for Parents

The aim of our school is to provide a caring, learning environment, which facilitates the nurturing of each pupil's full, educational potential. The achievement of this aim informs all of the planning processes and activities which occur in our school. Teachers and parents are partners in the children's education, with co-operation and communication between home and school being vital ingredients in the educational process. We share the same aim - the wellbeing of the children in our care. This booklet has been produced with the express purpose of sharing information with parents concerning school policies, rules and routines. As the need arises, parents will receive notices with regard to school matters and events. Encourage your child to deliver notes immediately or check each evening at homework time to see if there is a note from the school.

Disadvantage Status: The school is involved in the D.E.I.S. Scheme and are designated DEIS Rural.

Nourishing Lunches and Healthy Eating Policy School

Hot Lunches, fruit and drinks of bottled water are provided by the school Meals Programme and all pupils are invited to join this scheme.

Surveys have shown that children's lunches are often very unhealthy and not adequate nutritionally because they tend to be low in fibre and high in sugar. Please do not give your child sweets, chocolate, fizzy drinks or peanuts for lunch. Lunch should provide one third of your child's food requirements for the day. The most effective way to plan a healthy lunch is to include one food from each of the food groups - one piece of fruit, milk/yoghurt, two slices of bread and meat / poultry /cheese.

For fear of an anaphylactic reaction please do not give your child any egg, prawn or peanut based food.

Chewing gum is not allowed in the school.**Attendance, Punctuality and Absenteeism**

Punctuality is expected from both pupils and staff. Teachers and staff are required to be in the school at 9.10 a.m.

Pupils in own Classroom 09.20 a.m.

School officially commences at 09.30 a.m.

Sos na Maidne (Break) 11.10 – 11.20 a.m.

Am Lóin (Lunch) 1.00 – 1.30 p.m.

Dismissal Time:

Junior and Senior Infants 2.00 p.m.

First - Sixth Classes 3.00 p.m.

**Absenteeism: Neamhlaighreacht**

Children are NOT allowed home early at any time without a **written request** from the parents or guardians, or without being collected in person by a responsible adult. At all times, permission to leave the premises must be granted by the School Principal or by another member of the teaching staff, designated by the Principal in her absence. If, due to illness, or any other cause, a child is absent from School, an **explanatory note or email** should be forwarded to the class teacher. In the case of medical or dental appointments, the Principal should be informed.

Éide scoile; uniform;

The **girls'** uniform consists of a navy pinafore or pants (school pants only – not track suit bottoms), light blue blouse, navy tie, royal blue cardigan or jumper and navy/white socks or tights.

The **boys'** uniform consists of a navy trousers, blue shirt, navy tie and royal blue jumper. (Navy school trousers only – not track suit bottoms.) Ties must be worn every day.

Pupils are to wear the school tracksuit top (which displays the school logo) on Physical Education days, (Tuesdays and Thursdays for Infants and Tuesdays and Fridays for all other classes) School sport days and on school tours or outings. The pale blue t-shirt/polo shirt and navy tracksuit bottoms are to be worn with the school tracksuit top. For safety reasons, trainers / runners must be worn for P.E. Class. Children should have their names on their uniforms/tracksuits/coats and other personal property such as schoolbooks, copies, lunch boxes, etc.

Obair Bhaile; Homework Policy

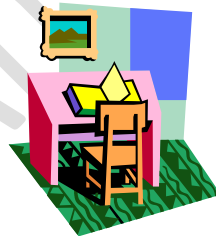
Aims / Purposes

As consolidation of work done.

To cultivate the habit of private study.

To keep parents in touch with and involved with their children's schoolwork.

Procedures / Guidelines; --- Módhanna



Homework is an integral part of the subject being taught and is given in order to consolidate work done-not as an exercise in isolation.

Homework is never given unless the teacher has thoroughly explained what is to be done.

Homework is consistent; a small amount and given in such a way as to form a pattern for the children so that they are more likely to remember it.

Parents are encouraged to supervise children's homework, check and sign and ensure that it is neat and in keeping with the standard of their work in school.

Teachers will check that homework is being done and will give extra help where difficulties arise.

Junior Infants: The main emphasis of the infant programme is on **oral language** and it is important to listen to your children as they relate the day's news, and repeats rhymes and songs.

Senior Infants: Preparation of reading, a small amount of Maths, and there may be some writing.

First & Second Class: Reading, a small amount of Maths, some spellings and there may be some writing.

3rd/4th Classes: Homework for pupils in 3rd/4th classes should not normally take longer than 30-40 minutes.

5th/6th classes: Homework for pupils in 5th/6th classes should not normally take longer than 1 hour.

Homework is not given at weekends.

Pupils best efforts in (a) neatness and (b) content of homework is expected as this helps pupils understand the need for homework and the fact that they themselves accept responsibility for their homework. Pupils also realise that they need to develop the skills necessary for Independent study.

The Additional Educational Teachers set homework for the children in her/his own group. This can be discussed privately between the Parent and Teacher.

Resources

- Homework journal.
- Blackboard/whiteboard.

Monitoring/ Evaluation

- Regular Correction.
- Discussion at parent/teacher meetings. Tests designed to ascertain if homework is achieving its objectives.



Reading

It is primarily in the home that the habit of reading is fostered. Encourage your child to join the library and help him/her to appreciate that reading can be fun and not a chore which is confined to school or homework. Encourage reading in free time and during holidays.

Problems with Reading

Children with reading difficulties may be referred to the Learning Support Teacher or Resource Teacher. For a support programme to be successful, it will require the encouragement and active co-operation of parents. Specifically, parents are asked to listen to their child reading on a nightly basis. Don't panic about the child's reading or cause him/her to panic. Be positive. The road to good reading may not be smooth, but the child will get there in the end.

Tables

Addition / subtraction tables are taught in second class, while multiplication tables form a large part of the third class programme. Senior Classes are expected to revise their tables **every** night.

Spelling

- In Infant classes, the focus is on developing phonemic awareness. Specific Spelling patterns and rules are taught from First Class onwards. Children are given spellings suitable to their ability and based on the results of their assessments. Spellings are taken from the graded spelling programme SWST (Single Word Spelling Test) and other programmes which are in use in the school.

Some do's and don'ts for helping with spelling;

Do...

- Teach children to "Look at the word" Cover the word. Write the word. Check the word.
- Make sure that the children may write from memory or utilise visual prompts.
- Write down "asked for" words and remove them before they write.
- Help them with their handwriting because handwriting influences spelling.
- Watch to see if children are forming their letters correctly.
- Encourage them to be careful.
- Praise for effort rather than outcome.

Don't.....

- Let learning to spell become rote-learning.
- Allow children to continue writing their letters incorrectly.
- Let children think that they are poor spellers.

Handwriting

- The children are taught the basic steps of a joined script style. While readiness is a factor, it is to be hoped that most pupils will be using a joined script by the end of Third Class.

Classroom and General Behaviour

- Pupils are expected to behave in a proper, respectful manner at all times in the classroom, yard and while on the school premises.

Civic Spirit

To cultivate and develop a good civic spirit among the pupils, encouragement is given to them to be proud of their classroom and school by:

- Keeping the classroom and school surroundings tidy.
- Decorating their classrooms/halls suitably.
- Using reusable lunch-boxes and reusable bottles for their lunches and using litter bins provided.
- Being very careful of school equipment.
- Not damaging school desks, chairs or other furniture in any way.

Health/Safety

- Children who are ill should not be sent to school.
- Parents are asked that teachers be made aware of any physical disability or allergies, which their child might have.
- Please check your child's hair regularly for outbreaks of Head Lice. If there is an outbreak of head lice in a class, all parents of pupils in that class are informed by note, and asked to take immediate action to treat infestation.
- Requests to remain indoors at break times should only be made in exceptional circumstances (limbs in plaster, recovering from/awaiting surgery). These requests must be made in writing to the class teacher.
- In the interests of safety, parents' cars are not allowed into the school grounds. (As per instruction from the Insurance Company).

Accident Procedures

- Accidents occur despite supervision. Minor accidents are treated at school. Cleaning with cold water/wipes and applying a plaster to the wound normally treat slight cuts and grazes.
- In the event of an accident/child becoming ill, every possible effort will be made to contact the pupil's parents or the persons delegated to take responsibility for the pupil.
- Please contact us giving details of home/work phone numbers. The school should be notified immediately of changes of address etc. Non co-operation in this matter could result in a delay in having your child attended to medically, should the need arise.

- Please ensure that “alternative contact” consent has been received by the school and that these people live locally.
- There is a facility for parents to take out insurance to cover medical expenses incurred as a result of an accident. Details of this scheme are circulated to parents.

S.N. An Fhaithche has a complete Health and Safety Policy, which may be viewed by parents at any time.

Home/School Communication

Frequent communication is of vital importance in developing and nurturing co-operation between home and school. In our school, communication between parents and teachers may take one of the following forms:

- Individual consultation: This occurs where a parent has asked for a meeting with a teacher or has been invited to visit the school to exchange information or to discuss matters of concern. A note or email to/from the class teacher requesting such an appointment is always essential. It is also necessary that the purpose of the visit be stated so that teachers/parents may undertake whatever preparation is necessary with regard to information and records.
- Appointment with Principal: Parents should contact the School Secretary Monday to Thursday from 9.00am to 2.30pm at 098 41531 if they wish to meet the Principal.
- Parent / teacher meetings for pupils are generally held during the first or second term.
- A meet and greet is held each year with parents of the new Junior Infant pupils.

In addition to the above forms of home/school links, the following means of communication are also utilised:

- Notes in the pupil's homework notebook.
- Details of school holidays, school closures and staff meetings are always communicated in writing or by email.
- In the case of inclement weather, notification re the closure of the school is announced via text-a-parent or by email.



Complaints Procedure

It is in the interests of pupils, parents and teachers that good relations should exist between home and school. The teachers are willing to discuss any problems, which may arise from time to time. With mutual respect and goodwill, most problems can be resolved readily. Any query, question or inquiry made through the Board of Management Parents' Representatives will only be considered/answered when, out of common courtesy, the parent make their request in writing and sign it. Anonymous queries will not be considered at all.

Stage 1:

- A parent who wishes to make a complaint should request a meeting with the class teacher with a view to resolving the complaint.
- If the matter is not resolved, the parent should request a meeting with the Principal.
- If the complaint is still not resolved, the parent should request a meeting with the Chairperson of the Board of Management.

Stage 2:

- If the complaint is still unresolved, it should be lodged
 - in writing with the Chairperson of the BOM.
 - The person must date and sign this letter.

The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter as quickly as possible.

Code of Discipline, Behaviour and Conduct

Coras Smachta

- The ethos or climate of a school is a major factor in establishing and maintaining high standards of behaviour and discipline. This will involve a strong sense of community within the school and a high level of co-operation among staff, pupils and parents.

- A high level of co-operation both within the school and between the school and the wider community is best achieved through good relationships.
- A positive school ethos is based on good relationships between teachers and the ways in which pupils and teachers treat each other. This positive ethos permeates all the activities of the school and helps in forming a strong sense of social cohesion within the school.

Aims of Code of Discipline

The code of discipline aims to achieve the following:

- The efficient operation of the school and the structuring of in-class discipline so that there exists an efficient and stimulating learning environment.
- The maintenance of good order throughout the school and respect for the school environment.
- The development of self-discipline in pupils based on consideration, respect and tolerance for others.

Principles of Discipline Policy

If the school is to achieve a happy, secure environment in which children can develop to their full potential, it is necessary to provide a framework which promotes constructive behaviour and discourages unacceptable behaviour. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively disruption free environment. The school code places a greater emphasis on **rewards** than on sanctions, and the ideal is that pupils will acquire self-discipline. There are times however when it may be necessary to impose sanctions in order to maintain good order and to discourage offenders. We recognise the importance of a strong sense of community within the school and the existence of a high level of co-operation among teachers, ancillary staff, pupils, parents, the Board of Management and the Parents' Association.

Respect and Courtesy

- All pupils are expected to treat staff and their fellow pupils with respect and courtesy at all times. The use of foul language and any form of bullying are unacceptable.
- Pupils must respect all school property and keep the school environment clean and litter free.
- Pupils must have all books and required materials.
- Pupils are expected to work to the best of their ability and to present written exercises neatly.
- Any form of behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.

School Rules

- School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and wisely.
- Pupils leave and enter the school building in an orderly fashion.
- Pupils must not behave in any way which endangers themselves or others. Rough play comes into this category.
- Any form of threatening behaviour is unacceptable.
- Any instructions or directions given by the supervising teacher are to be complied with.
- Pupils line up in an orderly manner at the end of breaks.
- Pupils are not allowed to run inside the school.
- Pupils may not re-enter the school building during breaks without the express permission of a teacher.
- If, due to inclement weather, the pupils are allowed to remain indoors, they must remain seated unless given permission to do otherwise by the supervising staff member. Games, toys, computers and plenty of reading materials are available to the pupils on wet days.

The Role of Parents;

Na Tuismitheoirí



The primary right and obligation to educate their children belongs to parents. In choosing our school, parents subscribe to its philosophy. Parents are encouraged to exercise their right and obligation by;

- Taking responsibility in collaboration with others in the school community in supporting the quality of education and for the character of the school.
- Participating in programmes, which will enable them to fulfill their role with confidence.
- Giving the school their trust and co-operation.
- Supporting the varied activities of school life.

Parents 'Associations exist to;

- promote a greater awareness of the role and responsibility of parents, as the primary educators of their children.
- To encourage parents to exercise their responsibility for the heritage of Christian education.

To Promote Our Mission:

- We seek the support of the church and school authorities, the Department of Education and other educational agencies, to assist parents in fulfilling their role as the primary educators.
- We seek greater collaboration among home, parish and the school to ensure an integrated approach to the development of our children

The school needs the support of parents in order to meet legitimate expectations with regard to good behaviour and discipline.

The School Community:**An Scoil sa Timpeallacht.**

The central purpose of S.N. Fhaithche is the religious, moral, intellectual, physical and social education of the child. Our school works at forming a community composed of students, teachers, parents; management and other staff which -

- Seeks to live by Christian values.
- Recognise the dignity of each individual.
- Contributes to the building up of the local Community.
- Works for peace and justice in society.

The Christian School; An Scoil Chriostaiocht;

- Gives priority to education in living faith where by students grow to appreciate the life and mission of Jesus Christ. The pupils are encouraged to give expression of this faith in their daily lives. The Christian school is challenged to develop a curriculum which promotes the harmonious growth of whole person.

Parents can co-operate with the school by encouraging their children to abide by the School rules, by visiting the school when requested to do so by the Principal or other member of the staff and by ensuring that homework is allocated due time and effort by the child. Parents are aware of the school homework policy and of how they can assist.

It is accepted that there is a need for sanctions to register disapproval of unacceptable behaviour. These, however contain a degree of flexibility to take account of individual circumstances. Misbehaviour will be checked immediately it occurs.

Sanctions make the distinction between minor and more serious misbehaviour clear to pupils.

The teacher will report immediately **repeated** instances of **serious misbehaviour** to the Principal, while at the same time keeping a written record of such instances in the Incident Record Book. This record will indicate the warnings and/or advice given to the child on the misbehaviour and the consequences of its repetition. Pupils will be informed when instances of serious misbehaviour on their part are being recorded. Parents will be kept fully informed from the outset of instances of **serious misbehaviour** on the part of their children.

Parents have access to data recorded with reference to their child **only**. Parents shall be informed of their right to come to the school and be invited to do so in order to discuss the behaviour with the Principal and /or the class teacher.

The overall responsibility for discipline within the school rests with the Principal. The responsibility will always be administered in a manner that is consistent and fair to all pupils. Each teacher has responsibility for the main tenancy of discipline within her/his classroom while sharing a common responsibility for good order within the school premises.

A pupil will be referred to the Principal for serious breaches of discipline **and** for repeated incidents of minor behaviour.

The following **strategies** may be used to show disapproval of unacceptable behaviour.

- Reasoning with the pupil.
- Reprimand (including advice on how to improve)
- Temporary separation from peers, friends and others (for a limited time)
- Detention during a break under supervision outdoors.
- Prescribing additional work which has to be signed.
- Referral to Principal.
- Communication with parents.
- Suspension (temporary) – suspension only takes place after discussion and is the decision of the B.O.M.

- Teachers shall keep a written record of all instances of serious misbehaviour as well as a record of improvements in the behaviour of disruptive pupils. Before resorting to serious sanctions e.g. suspension, the normal channels of communication between the school and parents will be utilised. Parents will be involved at an early stage, rather than at a last resort.
- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the
- Principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in future the pupil may have to be suspended for a temporary period. Suspension will be in accordance with the terms of rule 130(5) of the Rules of National Schools and will be the decision of the B.O.M.
- Expulsion may be considered in an extreme case, in accordance with Rule 130 (6) and only with prior consent of the patron and alternative arrangements made for the enrolment of the pupil at another suitable school.
- Every effort will be made to have an emotionally disturbed child referred for a psychological assessment without delay. Help will be sought, also, from support services within the wider community, e.g. Community Care provided by Health Service Executive etc
- In the belief that the most effective schools tend to be those with the best relationships with parents, every effort will be made by the Principal and staff to ensure that parents are kept well informed, that the school provides a welcoming atmosphere towards parents and that parents are not only told when their children are in trouble but when they have behaved particularly well.
- A copy of this document will be forwarded to parents and guardians of pupils when the pupils first enter the school.



The code will be reviewed at agreed intervals.

Procedures within the school

The degree of misdemeanours i.e. minor, serious or gross, will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours, as follows:

Examples of minor misdemeanours:

- Interrupting class work / Arriving late for school / Running in school building /leaving seat without permission at lunch-time/leaving litter around school/not

wearing correct uniform/being discourteous or unmannerly/not completing homework without good reason/not having homework signed/endangering self or fellow pupils in yard.

Examples of steps to be taken by teachers when dealing with minor misdemeanours:

- Verbal reprimand / reasoning with pupil
- Noting instance of repeated yard misbehaviour in Incident Record book.
- Examples of steps to be taken when dealing with regular occurrences of minor misdemeanours

Phase 1 (within the classroom)

- Note in homework journal to be signed by parent /guardian. Temporary separation from peers
- Warning to pupils whose name appears in yard book more than three times
- Note to parents concerning further misbehaviour in yard

[Misbehaviour in yard consists of any action that puts the safety of self/other pupil at risk]

Phase 2:

- Send to Deputy Principal
- Send to Principal
- Class teacher meets one/both parents
- Principal/D-Principal meets one/both parents concerning yard behaviour.

Examples of serious misdemeanours

- Constantly disruptive in class / Telling lies / Stealing / Damaging other pupil's property.
- Bullying / Back answering a teacher / Frequenting school premises after school hours without permission /Leaving school premises during school day without appropriate permission.
- Not working to full potential / Using unacceptable language. Bringing weapons to school/Deliberately injuring a fellow pupil.

Examples of steps to be taken when dealing with serious misdemeanours:

- Send to Deputy-Principal
- Send to Principal
- Principal sends note in Journal to be signed by parent

- Principal meets with one/both parents
- Chairperson of Board of Management informed and parents requested to meet with Chairperson and Principal.

Examples of Gross Misdemeanours

- Setting fire to school property / Deliberately leaving taps/fire hose turned on. Aggressive threatening or violent behaviour towards a teacher or pupil/invasion of the privacy of any teacher or pupil.

Examples of steps to be taken when dealing with gross misdemeanours

- Chairperson/Principal to sanction immediate suspension pending discussion with parents in accordance with Department of Education Regulations and as decision of B.O.M.
- Expulsion will be considered by the B.O.M. in an extreme case in accordance with Rule 130 (6) i.e.

“No pupil can be struck off the rolls for breaches of discipline without prior consent of patron and until alternative arrangements are made for enrolment of pupil at another suitable school. “

It should be noted that these lists consist of examples only: It is not meant to be a totally comprehensive list of misdemeanours and procedural steps.

Aggressive, threatening or violent behaviour towards a teacher will be regarded as a serious or gross misbehaviour, depending on circumstances.

School Policy on Bullying



- Bullying is repeated intentional aggression, verbal, psychological or physical, conducted by an individual or group against others.

Work with Victims and Bullies

- Low self-esteem is an attribute which victims and bullies share. It is necessary therefore to avail of opportunities to increase feelings of self-worth among victims

and bullies. Victims may need counselling to participate in activities designed to raise their self-esteem and bullies may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

- Pupils who observe incidents of bullying behaviour are encouraged to discuss them with their teachers.
- Bullying is a societal problem and a whole community approach is needed to combat bullying behaviour. The school as a community is made up of management, teachers, non-teaching staff, pupils and parents, and the promotion of home/school/community links is a vital element in the countering of bullying behaviour.
- The school's anti-bullying code is discussed regularly in each class and explained to the children.

Anti-Bullying Code

- Every pupil has the right to enjoy his time in S.N. An Fhaithche and to be free from bullying, both in school and on his/her journey to and from school.
- Our school will not tolerate any unkind actions or remarks, even if these were not meant to hurt.
- Pupils should support each other by reporting all instances of bullying.
- Bullying is regarded as a very serious matter.

Indications of Bullying / Behaviour:

- Anxiety about travelling to/from school
- Unwillingness to go to school
- Deterioration in educational performance
- Pattern of physical illnesses
- Unexplained changes in either mood/behaviour
- Visible signs of anxiety/distress
- Possessions missing
- Increased requests for money
- Unexplained bruising
- Reluctance and/or refusal to say what is troubling him/her.



Procedures for noting and reporting incidents:

- All reports of bullying are noted, investigated and dealt with by the class teacher so that pupils will gain confidence in telling. (Refer to updated Policy on Data Protection)
- Serious cases are referred immediately to the Principal
- Parents are informed by the Deputy-Principal / Principal earlier rather than later.
- Pupils must understand that reporting is not 'telling tales'
- Non-teaching staff is encouraged to report incidents. Discretion is important. All persons working in our school, be it on work experience or part time are obliged to sign a Confidentiality Agreement.

Procedures for investigating and dealing with bullying:

- Calm, unemotional problem-solving approach.
- Incidents best investigated outside the classroom situation. Each individual incident is investigated by teaching staff and appropriate action taken.
- Teacher speaks separately to the pupils involved.
- Answers are sought to questions of What, Where, When, Who and Why
- Members of a "gang" should one exist are met individually and as a group should needs be
- Meet parents of parties involved if necessary

Programme for work with pupils:

- Learning strategies in S.N. An Fhaithche allow for the enhancement of each pupil's self-worth – Circle Time, Golden Time and the Walk Tall Programme. (S.P.H.E.)



Circle Time; Seal An Óir (Golden Time) and S.P.H.E.

- In S.N. An Fhaithche our Revised Code of Discipline is very strongly linked to our S.P.H.E. Programme. Our Code of Discipline is now to be referred to as "Our Positive Approach to Discipline" and will incorporate our Walk Tall Programme,

Seal an Óir (“Golden Time”) or other initiatives to reward positive behaviour as well as Circle Time.

- Our positive approach to disciplinary issues stresses the importance and the rewarding of good behaviour and of positive attitudes. This positive approach entails issues such as the promotion of good attendance, the encouragement of good class behaviour, the development of positive social skills in the student and providing the pupils with sources of encouragement for self-motivated learning and the development of skills necessary for independent study.
- The main issue in dictating how a student behaves is his/her own self-esteem. Our combination of Walk Tall, Circle Time and General Approach to Discipline is aimed at ensuring high self-esteem and self-worth in every student.
- Students themselves are involved, at class level, in negotiating (a) an agreed set of “Golden Rules”, (b) acceptable behavioural standards and (c) suitable sanctions. Children are rewarded for “being caught at being good” when once a week for 25/30 minutes, they are allowed to partake in Seal an Óir - “Golden Time”. This “Free Choice” time is always something educational e.g. Art, computer work,



construction/lego kits, listening to stories, jigsaws and educational games. Any child who has broken a “Golden Rule” loses blocks of 10 or 20 minutes of Seal an Óir. The amount of time lost depends on the rule broken. A child is also given a chance, prior to Seal an Óir, to “win back” or regain minutes, which have been lost. Individual teachers decide the manner in which a child can regain “minutes”.

- This system of positive discipline puts emphasis on recognising and affirming the children who behave well rather than taking up a lot of our class time correcting and reprimanding that small minority who behave badly.
- The pupils are au fait with the rules and are aware of exactly what is implied by each one of them and they come to school each day in the absolute knowledge that if they keep the rules they will be recognised and rewarded and equally, that if they don't, they will most definitely be sanctioned.
- While the Golden Rules are drawn up and are relevant at class level, all students are aware of the School's General Code of Conduct. Students will be held accountable for their own behaviour at all times. Students are aware of the school's list of appropriate and inappropriate behaviours.

The Code of Conduct and Golden Rules are revised periodically.

- Other routines, which we have introduced, have already led to a happy, safe atmosphere and environment on the school premises e.g.



- Children eat their lunches in the classrooms.
- All pupils leave the room in an orderly fashion.
- Pupils deport themselves in an acceptable fashion inside the school.
- Pupils return to the classroom in an orderly line.
- Our Code of Conduct deals with issues such as Punctuality, Attendance, Homework, Uniforms, Keeping books/copies/desks neat, Homework Journals, behaviour in class and behaviour in the yard. Behaviour towards staff, each other and towards other adults are also dealt with.
- As the pupils themselves are instrumental in the compilation of the Golden Rules, they come to value, respect and understand the need for these routines as their implementation ensures a safe and happy school environment.
- The whole aim of our whole positive approach is to enhance the positive ethos and climate of our school.
- The central focus is to assist pupils to understand, accept and work within the agreed system.
- Parents are requested to play an active and encouraging role in their child's/children's education.



The Primary School Curriculum

The curriculum is presented in six subject areas, some of which are further sub-divided into subjects. These are **Language** (Gaeilge and English), **Mathematics**, **Social, Environmental and Scientific Education** (History, Geography and Science), **Arts Education** (Visual Arts, Music and Drama) and **Social, Personal and Health Education**

English

- The English curriculum is structured to offer children a total language experience in which oral language; reading and writing are fully integrated.

An Ghaeilge

- Cumarsáid agus usáid na teanga mar theanga bheo an dá ghné is suntasaí den churaclam Gaeilge.

Mathematics

- The five strands in the mathematics curriculum are number, algebra, shape and space, measures and data.

Science

- The four strands of the curriculum are living things, energy and forces, materials and environmental awareness.

History

- Emphasis on local history and a focus on the skills of the historian.

Geography

- The three strands are human environments, natural environments and environmental awareness and care

Music

- The three strands are listening / responding, performing and composing

Visual Arts

- The six strands are drawing, paint, print, clay, construction, fabric and fibre

Drama**Physical Education****Social, Personal and Health Education (SPHE)**

- SPHE takes place in a number of ways in the school and the involvement of parents at all stages of the programme is essential for its effectiveness. Children learn through experiencing a positive school climate and atmosphere and by exploring aspects of the curriculum through relevant subject areas. It includes The Walk Tall Programme, R.S.E and Circle Time. Circle Time is a large part of S.P.H.E.

Remember –

- **When you give time to the school, you help your child!**

- **When you give time to your child, you help the school!**

We hope that your child/ children, enjoy their years with us and that we can all work together for the good of the school, the home, and the community and above all else, for the good of the child.

“Ar scáth a chéile a mhairimid.....there’s none of us as good as all of us”

Rath Dé oraibh go léir

This Policy will be reviewed, dated and sanctioned by the Board of Management.

Signed: _____

Chairperson of Board of Management

Date: _____

Parents Association notified: _____

Chairperson of Parents Association

Date: _____

Next Review Date June 2024