A Policy for Positive Behaviour and Discipline

Updated October 2026

Rationale

Our Positive Behaviour Policy is an intrinsic part of our overall Pastoral Care Programme and aims to ensure that children in Gaelscoil na bhFál are educated in a safe, secure and caring environment.

We accept that:

- each child is an important person and entrusted to us by their parents/guardians
- every staff member is an important person and a professional, entitled to the support and respect of children and parents.

We also believe that positive behaviour is based on good relationships between pupils, teachers and parents, and high expectations of pupils in terms of behaviour and work. Gaelscoil na bhFál seeks to promote its aim of being a caring and inclusive school in the development of friendly relationships at all levels.

Principles

This Policy is based on a whole school approach and will be widely disseminated and readily understood by staff, pupils and parents through a process of consultation.

It is dependent on a shared understanding of what is acceptable behaviour among members of the school community. It will have effective links with different school policies including, Anti Bullying, Child Protection, PDMU, and SEN policies.

This policy is designed to promote good behaviour and respect for others, through the adoption of children's rights and responsibilities, rather than merely deterring unacceptable behaviour.

Purposes

In our whole-school positive behaviour policy, we are seeking to:

- create an ordered and caring environment in which teachers can teach and pupils can learn;
- develop the pupils' sense of responsibility, self-esteem and foster self-discipline and respect for others and themselves;
- provide guidelines to promote positive behaviour in all areas of school life;
- provide guidelines to deal with unacceptable behaviour;
- have the endorsement and active support of parents.

Practices

- The creation of a positive behaviour policy is based on the development of caring relationships among pupils, parents, teachers and non-teaching staff;
- It is also the result of consultation, careful planning, widespread support and is used by all;
- Staff will have training and development in line with the school's strategic plan;
- This policy will be monitored, evaluated and reviewed annually by the Senior Leadership Team and Board of Governors.

ROLES AND RESPONSIBILITIES

1. The Role of Governors

Governors will:

- have overall responsibility for ensuring a positive behaviour policy is in place;
- set down general guidelines on standards of discipline and behaviour;
- review their effectiveness;
- support the Principal in carrying out these guidelines.

2. The Role of the Principal

The Principal is responsible for:

- implementing the school positive behaviour policy consistently throughout the school;
- reporting to governors on the effectiveness of the policy;
- ensuring the health, safety and welfare of both staff and pupils in the school;
- keeping records of all reported serious incidents of misbehaviour;
- giving fixed-term suspensions to individual children for **serious** acts of misbehaviour;
- expelling a child for repeated or very serious acts of unacceptable behaviour.

In the case of suspension or expulsion, these actions are only taken in accordance with the Education Authority's guidelines and after the chair of the school governors have been notified.

3. The Role of the Leader of Pastoral Care Co-ordinator/Vice-Principal

The leader of Pastoral Care is responsible for:

- supporting the principal in ensuring this policy is implemented consistently by all staff members;
- advising all staff members of their roles and responsibilities with regards to supporting the school's positive behaviour policy;
- monitoring the pupil behaviour records at the end of each term where applicable;
- reviewing the effectiveness of this policy and setting fresh goals if required as part of the Leadership Team.

4. The Role of the Class Teacher

Teachers will:

- provide a challenging, interesting and relevant curriculum;
- set tasks that enable all pupils to regularly achieve success;
- maintain high, realistic expectations of pupils;
- be consistent and fair;
- treat all children with respect and understanding;
- liaise with SENCo and external agencies to support and guide the progress of each child e.g. CIDS team, Psychologist etc.
- praise pupil's achievement as often as possible;
- reward good behaviour in and out of the classroom.

Teachers should explicitly make children aware of the expectations surrounding positive behaviour. All teachers are expected to implement various strategies in their own classrooms to promote positive behaviour.

5. **The Role of all Staff** – teaching and non-teaching

Staff will:

- be good role models;
- create a safe and pleasant environment both physically and emotionally;
- form positive relationships with all stakeholders;
- recognise and value the strengths of all children;
- treat all children fairly and with respect;
- use positive rather than negative language to communicate expectations and feedback to pupils;
- praise or reward disrupting pupils as soon as acceptable behaviour is observed.

6. **The Role of Pupils**

Pupils have the right to be taught effectively in a proper environment, to experience a well-balanced curriculum and to be treated positively and fairly.

We expect our pupils to:

- live out and practise good behaviour;
- to be aware of the implications of good behaviour on self and others;
- be co-operative and well mannered;
- respect others and to contribute positively to school life;
- to seek help for others when they are in danger;
- to consider the effects of their actions on others;
- be familiar with school rules, class rules, to follow the school's behaviour programme;
- be aware of the implications of and sanctions for negative behaviour.

7. **The Role of Parents**

Parents have the right to adequate information, to be listened to and to know that their children will be safe, secure and properly taught.

In return, we expect parents to:

- be aware of and support the school rules;
- ensure their child attends school regularly and punctually;
- show an interest in all their child does in school and see that all homework is completed;
- encourage independence and self-discipline;
- meet with staff when necessary;
- support the school policies and behaviour procedures;
- ensure their child is in proper uniform.

8. **Responsibilities of all**

Everyone should:

- work together and focus on the positive rather than the punitive side of discipline.

Policy Review

Parents, pupils and staff views are welcome on this policy which is reviewed annually by the Senior Leadership Team and Board of Governors to ensure it is fit for purpose.

CODE OF CONDUCT

School Rules:

- wear our school uniform
- arrive and leave school on time
- line up quickly and quietly when the bell rings
- walk quietly at all times in the school building and dining hall
- make every effort to use Irish with staff and other children
- show respect for all members of the School Community: all staff, other children and parents.

Class Rules:

Each class will work together to produce their own class rules which allow the classroom to operate effectively within a safe, respectful, happy and busy learning environment.

Ways of Reinforcing Positive Behaviour

In Gaelscoil na bhFál we believe that children should be encouraged to behave well and work hard. We use several positive reinforcements to do so. We expect our children to be self-motivated and to work and behave well for the pleasure of the task. We feel that it is important and necessary at times to reward children who are displaying good, positive behaviour.

Listed below are a range of examples of the types of positive rewards used in **Nursery – Rang a 3** to promote and to reinforce positive behaviour:

- verbal praise/ applause (individual, group, class, school)
- positive written comment in books
- short written notes/ casual conversations with parents celebrating success
- use of stickers
- visits to other classes to celebrate good work
- 'Brag Bracelets'
- class lottery
- certificates of Moladh an Phríomhoide (Principal's award) / Ardmholadh presented monthly at Key Stage Assembly.
- classroom treats/ Children's Choice during playtime
- Réalta na Míosa/ Star of The Month
- points system (R1 – R3)
- pupil of the week certificates
- Gaeilgeoir na Míosa presented at whole school assembly.
- Lá Speisialta/Pupil of the day as per PATHS PDMU programme

Listed below are a range of examples of the types of positive rewards used in **Rang a 4 – Rang a 7** to promote and to reinforce positive behaviour:

- verbal praise/ applause (individual, group, class, school)
- positive written comment in books
- short written notes/ casual conversations with parents celebrating success
- use of stickers
- homework pass – a night free from homework.
- visits to other classes to celebrate good work
- certificates of Moladh an Phríomhoide (Principal's award) presented monthly at whole school assembly.
- certificates of Moladh and Ardmholadh presented weekly/ fortnightly at a small Key Stage gathering.
- points system (class dojo)
- Gaeilgeoir na Seachtaine shared with school community weekly on Raidió na bhFál
- Golden Time Activities which may include: watching a film, small class party, extra time in Willowbank Park or free use of the iPad/computers.
- Lá Speisialta/Pupil of the day as per PATHS PDMU programme

It is important that all children have opportunities to experience success and positive feedback. Children's success, both in their work and their behaviour, should be measured against their previous performance rather than against that of other children in their class.

Negative Consequences (Sanctions)

There may be occasions when a sanction is necessary to focus a child's thinking and to demonstrate to others that certain behaviour has been unacceptable.

Taking into consideration the professional judgement of the class teacher, appropriate sanctions will be applied according to the nature of the offence, the age of the child and any pattern of behaviour displayed by the child. It must be noted that a one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour. Listed overleaf are some examples of misbehaviour and the range of consequences that can be implemented to deal with them.

Examples of Low Level Misbehaviour	**Range of Consequences**
Talking out of turn Shouting out Leaving seat at the wrong time Not doing homework Not listening Not paying attention Distracting others Making noises Failing to keep on task Leaving work area untidy Pushing in the line Running in the corridors	-Verbal warning/reminder of rules -Moving seat - Shadowing staff in playground/ some small loss of playtime. -Complete homework the following night
Examples of Moderate Level Misbehaviour	**Range of Consequences**
Persistently talking out of turn Persistently shouting out Persistently not listening/ not following instructions Persistently distracting others which is impacting upon learning Persistently failing to keep on task Refusal to co-operate	-Shadowing staff in playground/ loss of playtime. -Time out within the classroom (sit at a seperate table for a short time) -Children may be sent to another member of staff as part of a short cooling off period. -Loss of privileges e.g. Golden time, not being allowed to represent school at next sporting game, temporary loss of responsibilities in the class/school
Examples of Serious Level Misbehaviour	**Range of Consequences**
Disregarding adults within the school Stealing Physically/emotionally/verbally hurting someone Displaying an unnecessary level of violence Use of insult Deliberate damage to school property Physical attack	-Daily Behaviour Report/ Diary initiated. -Children may be sent to another member of staff as part of a short cooling off period. -Sent to the Vice Principal/ Principal -Parents are invited to a meeting -Record action in Private Pastoral Care Folder -Loss of privileges -Temporary removal from an afterschool club -Behaviour contract with clear targets

Continual Incidents of Negative Behaviour

A child who continually shows disregard for school rules and procedures will be invited to a meeting with his/her parent/carer and the school Principal. He/she may be placed on daily report.

In instances where a child's behaviour is continually spiralling out of control, or where it places the child or others in danger, a parent/carer can be contacted and asked to remove the child from school for the remainder of the school day.

Suspension

A child who gets into serious trouble at school can be suspended for a fixed period. A child can be suspended if:

- he/she seriously breaks school rules
- allowing him/her to stay in school would seriously harm his/her education or welfare, or the education or welfare of other pupils
- a serious physical/verbal threat is made to any member of staff
- school premises are left without permission

Suspension occurs after consultation with the Education Authority, the Chair of the Board of Governors and parents.

Children and parents will be expected to sign a behaviour contract before the child can return to the classroom.

Expulsion

The school will follow the Education Authority's guidance regarding expulsion. Expulsion is only ever considered after other measures implemented to improve behaviour have failed.

Restorative Sanctions

Gaelscoil na bhFál is committed to using restorative approaches to support positive behaviour and to help pupils understand the impact of their actions on others. Where appropriate, restorative sanctions will be used to encourage pupils to take responsibility for their behaviour, reflect on the consequences of their actions, and make amends for any harm caused. Restorative practices may include supported discussions, reflection activities, written or verbal apologies, and restorative meetings involving those affected. These approaches aim to rebuild relationships, promote mutual respect, and support pupils in developing the skills needed to make positive choices in the future. Restorative sanctions will be applied in a fair, age-appropriate, and proportionate manner, in line with the school's positive behaviour policy and the needs of individual pupils.

APPENDIX A

Responsibilities of Pupils	**Rights of Pupils**
Children have a responsibility: To come to school on time and to be suitably prepared. To show respect for people and property – both inside and outside the school. To behave in a safe and responsible manner. To co-operate with teaching and non-teaching staff and with peers. To ask for help when experiencing difficulties.	Children are entitled: To feel safe and secure within the school. To be valued equally and to be treated with respect. To receive an appropriately planned education and resourced curriculum. To be acknowledged for effort and achievement in their classwork and homework. To be positively affirmed for abiding by the school's code of conduct. To be listened to sympathetically. To have opportunities to pursue and develop interests, talents and abilities.

Responsibilities of Parents	**Rights of Parents**
Parents have a responsibility: To ensure that their child attends school regularly and punctually. To support school staff by encouraging their child to abide by the school rules. To ensure that necessary books /resources are brought to school. To ensure homework is completed satisfactorily. To show interest in school work, meetings and functions. To inform school of changes in home circumstances where they impact on their child's ability to perform well at school. To inform the school of their child's special medical needs. To encourage independence in their child.	Parents are entitled to expect that: Their child will be educated in a safe and caring environment. Their child will be provided with a broad, challenging and appropriate curriculum. They will be informed about school rules and procedures. They will be informed about their child's physical and emotional well-being. They will be regularly informed about their child's academic performance. They will be involved in key decisions about their child's education. Their child will be taught in a well-resourced and well-maintained classroom. They will have **reasonable** access to school and staff.

Responsibilities of Non-Teaching Staff	**Rights of Non-Teaching Staff**
Non-teaching staff have a responsibility: To come on time, well-prepared for the day ahead. To co-operate with colleagues and teaching staff. To act in ways which aim to secure the safety of all pupils at all times. To share with teaching staff and Senior Leadership Team any concerns they have about pupils. To be aware of school rules and procedures. To handle sensitive information in a confidential manner at all times. To seek support from colleagues and Senior Leadership as and when required.	Non-teaching staff are entitled to expect: To be valued as members of the school community. To be treated fairly and with respect by pupils and all members of the teaching staff. To have adequate facilities and resources to enable staff to perform their duties effectively. To be well informed about school rules and procedures. To have opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken.

Responsibilities of Teachers	**Rights of Teachers**
Teachers have a responsibility: To behave in a professional manner at all times. To prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account. To show interest and enthusiasm in pupils' work and learning. To expect high standards and to acknowledge effort and achievement. To ensure that class work and homework are appropriately marked. To share with parents any concerns about their child's progress and development. To recognise the individuality of each pupil and listen to their concerns. To work in an environment where the rights of all are respected. To promote and foster all aspects of the school ethos, primarily building and inclusive Irish Language community.	Teachers are entitled to expect: To play a constructive role in policy making. To express their views freely. To have adequate and appropriate resources and accommodation. To have a suitable career structure and opportunities for professional development. To have positive support and advice from colleagues and external bodies. To feel valued.

Tuairisc Lae (Sampla)

	An Luan	An Mháirt	An Chéadaoin	An Déardaoin	An Aoine
Sprioc an lae:					
9.00 → 10.30					
Sos					
11.00 → 12.00					
Lón					
12.45 → 1.30					
1.30 → 2.45					
Cumann					
Síniú an mhúinteora:					

- ✓ Ag léiriú meas ar bharúlacha agus ar smaointeacha dhaoine eile
- ✓ Ag léiriú meas ar rudaí a bhaineann le daoine eile



- ✓ Le bheith ciallmhar le labhairt le múinteoir nó ball foirne má tá páiste i gcontúirt nó ag fáil drocham ó pháiste eile
- ✓ Le bheith ag comhoibriú
- ✓ Le bheith freagracht
- ✓ Le bheith cinéalta
- ✓ Le bheith neamhspleách