



GÆLSCOIL CHLUAIN DOLCÁIN

CODE OF BEHAVIOUR

This policy was drafted in collaboration with teachers, parents, students and the Board of Management. It is based on the recommendations set out by the National Education Welfare Board in relation to section 23 of the Education (Welfare) Act 2000.

The support and cooperation of parents is essential if the policy is to be effective.

The aim of the policy is to develop self-discipline in each child by encouraging good behaviour. The code recognizes the right of every child to receive an education in an environment reasonably free from disruptive behaviour. The teachers put more emphasis on rewards than on disciplinary actions because they believe that this approach will ultimately achieve the best results.

The Code of Conduct will be taught to the students in class.

Aims;

The school wishes to achieve the following aims:

- The school is allowed to function in an orderly, calm manner in which there is a positive and friendly atmosphere
- An atmosphere is created in which there is respect and kindness towards others, young and old
- Positive behaviour and self-discipline are encouraged among the children so that social, physical, academic and religious differences can be acknowledged.
- The safety and welfare of all members of the school community is ensured
- Parents and pupils are helped to understand the systems and procedures that are part of the Code of Conduct and their cooperation is requested in the implementation of these policies
- Ensures that the system of rules, awards and sanctions is applied in a fair, consistent manner



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School Rules:

1. Respect: We respect everyone in our school and outside.
2. Irish- Irish is the language that is always used together.
3. Organised and Ready- we are organised and ready to learn every day, and have everything we need with us.
4. Learning Atmosphere- we create a positive atmosphere for all of us so that we can learn well.
5. Safety- we always behave in a safe manner around the school.

Infant Classes

In relation to the Infant Discipline System, the pupils are taught the rules at the beginning of the year. A graduated ladder is in clear view in the classroom. All the children start at the same point of the ladder each day. If good behaviour is shown, the class teacher will move a child up a step on the ladder. If they manage to reach the top of the ladder, they get a prize (A positive note/sticker etc. This system is based on positive reinforcement

(D.F.L. – Discipline for learning)

All School System- Classes 1-6

This system places a particular emphasis on good behaviour.. It is better to catch the pupils doing the right thing rather than the pupils who break the rules. With this system, the child understands that misbehaviour will be sanctioned and good behaviour will be reinforced.

Discipline for Learning (DFL) is a system of POSITIVE discipline where the emphasis is on recognizing and affirming the children in class who behave well. It is a matter of 'catching the children being good' rather than spotting the 'bad behaviour'. The children know the rules and know that if they abide by them they will be recognised and rewarded and equally that if they don't they will be sanctioned.



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The DFL system consists of 3 parts:

- Rules
- Value work (cards in journals)
- Sanctions

Rules (to be learned and seen throughout the school)

1. Respect: We respect everyone in our school and outside.
2. Irish- Irish is the language that is always used together.
3. Prepared and Ready- we are prepared and ready to learn every day, and we have everything we need with us.
4. Learning Atmosphere- we create a positive atmosphere for all of us so that we can learn.
5. Safety- we always behave in a safe way around the school.

Rewards

1. Cards in the diaries: 4 weeks without a sanction – Homework Pass
2. Special raffle prizes

Sanctions (Recorded on the class ladder)

Verbal warning comes first

1. Name on the ladder
2. The child is moved to a single table in the class (for a short period of time)
3. Half an hour is spent outside the class in another class
4. Conversation about the behaviour with M. Fionnuala or Gearóid & a note home
5. Principal's office - name in the Principal's Diary * (if x3 names are in the black book, the parents will be called)
6. The parents will be called.



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7. The parents will be called in to the office for a meeting
8. Suspension
9. Expulsion

A child can be sent to a higher graded sanction if the behaviour is serious:

The exceptions are:

- Violence
- Speaking English- two steps forward (R.3 -6)
- Bullying
- Racism
- Homophobia
- Using a mobile phone

Procedures

Students have a new start every Monday.

The rules are clear to the children, and they understand that if they are broken there is a sanction and if they are followed there will be a stamp of praise.

All classes (1-6) participate, no exceptions.

There will be a poster of the rules in every class and on the walls throughout the school.

Each class will have a ladder on which the steps are written.

The rules will be mentioned often in class, as well as being broken down at the start of the new school year.

Recognition will be available to students every week, unless a rule is broken

There will be a prize for a certain amount of stamps.

Every Friday the teachers in charge will go to the classes to praise and record their notes on the ladders. (2 teachers in charge)

The students with certificates will be acknowledge at school assembly.



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Weekly assembly will reference and reinforce the system positively. Students who are not doing well are spoken to primarily in the office or in class, not in public.

Suspension:

Suspension: * See Appendix 7 Schools, under Section 23 (2) of the Education (Welfare) Act, 2000 are required to specify in their code of conduct, the procedures to be followed if a student is suspended or expelled from school .

Before suspending a child, consideration will be given to:

- Type & seriousness of the behaviour
- The context of the behaviour
- Impact of behaviour
- Intervention efforts to date
- Whether or not suspending is the most appropriate option for the student
- The possible impact of the suspension, usually an attempt will be made to undertake another intervention before suspension and the school staff will explain the reasons why that intervention was not successful.

If a child is suspended the school will follow the following steps:

- The School will ensure that all members are afforded a fair and unbiased investigation
- The process will include these steps:
 - An impartial inquiry will be conducted to collect data.
 - The parents will be informed in writing, in person or by phone about the incident.
 - The parents will have the opportunity to discuss the suspension with the principal. (Except in cases of immediate suspension)

*The school principal has the ability to sanction an immediate suspension if they deem the behaviour serious enough



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If the suspension stands, the Principal will notify the Student's parents in writing of the suspension.

- **The letter will contain the following:**

- o Period of suspension
 - o Reasons for suspension
 - o Any Program of Study to follow
 - o Arrangements for returning to school, and any commitments the student and parents must make.
 - o Provision of appeal to the Board of Management, to the CG if appropriate, right of appeal to the Secretary General of the Department of Education and Science.
 - o Or in cases of less than three days if an appeal is involved the student must do the suspension. If found in the student's favour the suspension will be cleared from the student's records.
- A child can be suspended for up to three school days the first time and up to ten school days thereafter.

Expulsion:

A student is expelled from the school when the Board of Management makes a decision to permanently exclude that student from the school, after the Board has complied with the provisions of section 24 of the Education (Welfare) Act, 2000.

The Board of Management alone has the Authority to expel a child from school. Expulsion is a very serious step and one that must be taken by the Board of Management in serious cases of behaviour.



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Grounds for Expulsion:

- The school should make every effort to ensure that clear processes are in place to avoid expulsion, including, as appropriate:
 - o Meeting with parents and the student to facilitate efforts to improve the unacceptable behaviour of the child.
 - o Ensure that the student understands what will happen if his/her behaviour continues.
 - o Ensure that all other options have been explored
 - o Seek advice from the following agencies: (National Educational Psychology Service, TUSLA, National Behaviour Support Service, Child and Adolescent Mental Illness Services, National Council for Special Education

A student should be expelled in the following circumstances:

- The student's behaviour has a serious adverse effect on the education of other students.
- There is a significant real threat to the health and the safety of the students or others while the student is at school.
- The student is responsible for serious damage to property or repeated theft of material.

The reasons for expulsion are the same as the reasons for suspension. The main difference between them is that the school authorities have tried a range of interventions, and they believe that they have exhausted all possibilities in trying achieve a change in the student's behaviour.

Immediate Expulsion: The Board of Management has the authority to expel a child from school immediately in exceptional cases e.g. the following cases:

- A serious threat of violence against other students or members of staff
- Acts of serious violence or assault
- Providing drugs to other students in the school.



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- Sexual assault.

Expression of concern:

If a parent has reason to express concern about any incident, the parent should only report the information to the class teacher or the principal.

Acceptance of the Policy:

A parent/ guardian will have to read and sign a copy of the Code of Behaviour before the new child takes a place at the school. If there are any changes, they will be communicated to the parents.

Parents are responsible for their children's behaviour when they come to school.

The attitude and support of parents towards the school and towards the teachers helps a lot with the behaviour of the children. The staff will ensure that the school is an open and welcoming place for parents so that they do not hesitate to come and talk to the school staff. Communication between the school staff and the school parents is very open. If there is cause for concern regarding children's behaviour parents are contacted.

Children with Additional Needs

In some cases, the sanctions set out in this policy may not apply to children with additional needs. The children may have individual discipline programmes, that are set out in their support plans

Roles & Responsibilities:

- The Board of Management has a central role to ensure that the policy is implemented in the school.
- The staff at the school play a central role in the implementation of this policy with the support of the parents and students.



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- The Principal, Deputy Principal and Assistant Principal 1, will coordinate and monitor the code with support from staff.
- Understanding and support from the students and parents in the implementation of the code will be expected.

Implementation Date: January 2026

Timetable for the review: This policy will be reviewed in September 2028, and various aspects will be amended, as necessary.

Ratification & Communication: The Board of Management ratified this policy on 08/12/25. A copy of the policy was posted on the school's website.

Sínte: 

(Cathaoirleach an Bhoird Bhainistíochta)

Sínte: 

(Príomhoide)

Dáta: 08/12/2025