

Code of Behaviour for Scoil Mhuire Murroe.

Title

Code of Behaviour for Scoil Mhuire Murroe.

Rationale

This policy was officially ratified by the BOM in June 2009. It has been kept under review since that time. We decided to review a code of behaviour at this particular time as:

- It is an area of concern identified by the school community
- To ensure an orderly climate for learning in the school
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a Code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:*
 - A. *The standards of behaviour that shall be observed by each student attending the school;*
 - B. *The measures that shall be taken when a student fails or refuses to observe those standards;*
 - C. *The procedures to be followed before a student may be suspended or expelled from the school concerned;*
 - D. *The grounds for removing a suspension imposed in relation to a student; and*
 - E. *The procedures to be followed in relation to a child's absence from school.*
- To ensure existing policy is in compliance with legal requirements and good practice as set out in *Developing a Code of behaviour: Guidelines for Schools, NEWB, 2008.*

Relationship to characteristic spirit of the school

Mission Statement At Scoil Mhuire Murroe it is our mission to provide the best possible educational experiences for our pupils so that each child reaches his/her potential in an environment where they learn respect for themselves, for others and the society in which we live.

Code of Behaviour

Our code of behaviour is positive in nature and is centred on respect for oneself, respect for others and the society in which we live.

We wish to ensure that our policy is administered in a manner that is consistent and fair to all pupils. The ethos or climate of a school is a major factor in establishing and maintaining high standards of behaviour and discipline. A high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils and parents. Scoil Mhuire Murroe needs the support of parents in order to meet legitimate expectations with regard to good behaviour. Parents play a crucial role in shaping the attitudes which produce good behaviour in

school. Parents can co-operate with the school by encouraging their children to abide by the school rules.

Evidence seems to indicate that schools which succeed in achieving and maintaining high standards of behaviour and discipline tend to be those with the best relationships with parents. It is the policy of the principal and staff of Scoil Mhuire Murroe to provide a welcoming atmosphere which encourages parents to become involved and to co-operate with teachers in a combined responsibility. The principal and teaching staff are available, by appointment, to meet parents. Our school's Code of behaviour is available for inspection in the school.

Aims

The aims of the policy include:

- To ensure an educational environment that is guided by our mission statement
- To allow the school to function in an orderly way where children can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the school community
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

Content of policy

Guidelines for behaviour in the school

The Education Welfare Act, Section 23, states that the code of behaviour shall specify “*the standards of behaviour that shall be observed by each student attending the school*”.

Ch. 6 Setting Standards of Behaviour, Developing a Code of behaviour: Guidelines for Schools, NEWB, 2008 offers guidance on setting standards and using those standards to promote good behaviour.

The basic principles with regard to behaviour in our school are as follows:

- (a) Each child is expected to be well-behaved and to show due consideration for other children and adults.
- (b) Each child is expected to show respect for property, both personal and communal, in the school and in his/her environment.
- (c) Each child is expected to be aware of his own dignity and the dignity of others through encouraging habits of hygiene and cleanliness and respect for the rights of others.
 - Each child is expected to have respect for the truth.
 - Each pupil is expected to attend school on a regular basis and to be punctual
 - Each pupil is expected to do his/her best both in school and for homework.
 - While recognising the factors influencing children's behaviour may need to be considered and accommodated the rights of the rest of the school community to a safe learning environment must be given equal consideration.

Section 23 (4) of the Act further states that, prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school's code of behaviour and that the principal '*may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child*'.

Whole school approach in promoting positive behaviour

There is a whole school approach to the promotion of positive behaviour. The aim of our code of behaviour is to develop self-discipline by encouraging good behaviour and by correcting undesirable behaviour.

Pupils will be praised and encouraged constantly. "Mol an Óige agus tiocfaidh sí"
Occasional rewards are given to whole class for good behaviour, honest effort, and recognising significant achievements.

The elements of a whole school approach to behaviour include

- An ethos, policies and practices that are in harmony
- A teamwork approach to behaviour
- A whole-school approach to curriculum and classroom management
- An inclusive and involved school community
- A systematic process for planning and reviewing behaviour policy

Issues concerning the code of behaviour are regularly reviewed and discussed at staff meetings.

Staff

Teachers and other staff members can play important roles in the work in the review and updating of the code. They bring to this work their professional expertise in

understanding the links between behaviour and learning; their experience of what works to help students to behave well; and their knowledge of the school and of the school community (p. 16 Guidelines)

Providing opportunities for staff to deepen their understanding of the factors that affect behaviour and that help students to change behaviour (p. 29 Guidelines)

Staff as a team should have opportunities to confirm that all school policies and practices support the objectives of the code of behaviour (p. 32 Guidelines)

All new staff members are given a copy of the code of behaviour. All new parents are given a copy of the code of behaviour and sign a note accepting the code. An abbreviated form of the code of behaviour is contained in the cover of the school journal. The children from first class onwards are expected to sign this at the beginning of the school year and their parents also sign it.

Strategies are in place for children who present with challenging behaviour. Teachers will attempt to diffuse the situation before it escalates into a problem, involve parents to ensure there is a consistent approach between home and school, avoiding stand-offs etc.

The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

Strategies include co-operative games, role-play as in our SPHE plan.

Board of Management

The overall responsibility for ensuring that a code of behaviour is prepared rests with the Board of Management. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies. The Board should play an active role in exploring the kinds of relationships and behaviours that will reflect the school's ethos and responsibilities.

The Board should make sure that all members of the school community have the opportunity to be involved in work on the code of behaviour. The Board of Management should formally record the adoption of the code of behaviour, the commencement date and decisions about when the code will be reviewed (p. 15 Guidelines)

Parents

Parents as partners will have a role in supporting positive behaviour by ensuring their children are aware of the importance of good behaviour so that teachers can teach effectively.

- Parents ensure their children attend school regularly and punctually. Parents are asked to always provide a note explaining absences of their children.
- Parents encourage their children to do their best and to take responsibility for their work

- Parents are aware of and cooperate with the school's rules and system of rewards and sanctions.
- Parents attend meetings at the school if requested
- Parents help their children with homework and ensure that it is completed
- Parents ensure their children have the necessary books and materials for school.
- Parents can give consistent positive messages to their children about treating other children.

Procedures for Misbehaviour

- Parents will be kept fully informed from the outset of instances of serious misbehaviour on the part of their child.
- Parents will be invited to discuss the misbehaviour with the class teacher and/or Principal before a serious situation should develop.
- If a pupil's misbehaviour continues, the parents will be informed by the Principal that their child's behaviour is a matter for serious concern.
- If, following this notification, the misbehaviour continues, then a suspension may be imposed.
- In the case of gross misbehaviour, the Board of Management has authorised the Principal to sanction an immediate suspension.

Where the Board of Management deems it necessary to authorise the Chairperson or Principal to exclude continuously disruptive pupils or pupils guilty of serious breaches of discipline from school, the maximum initial period of such exclusion shall be three school days. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of 10 (ten) school days to allow for consultation with the pupil's or pupils' parents or guardian. In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed.

Pupils

Students are more likely to support a code of behaviour when they have helped to develop it. Relationships of trust between teachers and students can grow stronger through the process. Through their involvement, students can:

- hear directly from teachers about what is needed for teaching and learning
- experience being part of a collective effort to make sure that school is a good place to teach and learn
- learn about taking personal responsibility for their behaviour and for each other's wellbeing and the wellbeing of the teachers
- learn essential skills of listening, negotiating and managing differences.
- have their experience, insights and expectations recognised and used.

Our Students' Council were consulted in the drawing up of the code of behaviour.

Children are involved in drafting classroom rules as part of the SPHE curriculum in September. An assembly is held on Fridays where positive behaviour is promoted and encouraged. Our code of behaviour is printed on the front and back cover of the school journal. Pupils sign this. Their parents sign it and the class teacher signs it.

Positive strategies for managing behaviour

'The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place'. (Managing Challenging Behaviour, Guidelines for teachers INTO 2004: 5).

Supervision

The playground is supervised by two teachers and the SNAs at all break times with areas designated for different classes. If a pupil has to leave the yard, he/she requests permission from the teacher supervising on the yard.

On wet days, the children remain inside and are supervised and are given activities to occupy them. A child will be asked to stand to the side of the yard for misbehaviour for a few minutes. For repeated misbehaviour the pupil's parents will be informed.

Rewards and Sanctions

Reward systems may be part of an overall school or class strategy, or may form part of a planned intervention to help an individual student to manage their own behaviour. The school community should consider and agree any use of reward systems.

Rewards for students with special needs should take account of their particular learning style. For all students, and especially those with learning difficulties, the reward will have an impact when it is closely linked in time to the behaviour that is being rewarded.

Children are reminded consistently to behave properly and are praised publicly for their continuing good behaviour. This is done in the classroom and also at Assembly.

Strategies for responding to inappropriate behaviour

The Education (Welfare) Act 2000, Section 23, states that a school must outline *'the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined'*.

The misbehaviour of pupils is divided into three categories

1. Minor Offences
2. Serious Misdemeanours
3. Gross Misdemeanours

Examples of Minor Offences:

1. Talking/eating during class
2. No homework done without an acceptable excuse.
3. Late for school.
4. Littering.
5. Being in "out of bounds" areas, without permission.
6. No note for absences.
7. Not lining up properly after breaks
8. Homework diary not signed.
9. Misbehaving in the corridor.
10. Misbehaving in the toilets.

Minor Sanctions:

1. Verbal reprimand.
2. Verbal communication / Note in journal for parent.
3. Time out

Minor Supportive Interventions

Listed below are some examples of minor supportive actions:

- Classroom-based interventions, such as Open Circle or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child

Examples of Serious Misdemeanours:

1. Constant disobedience and back-answering.
2. Constant no homework
3. Failure to perform tasks set as punishment
4. Disruptive behaviour in class
5. Fighting, kicking, punching, biting or dragging in school yard
6. Bullying - use of physical and/or verbal intimidation
7. Persistent mocking of other pupils
8. Being out of one's place without permission when confined to classroom during breaks on wet days.
9. Not wearing school uniform on a regular basis.

Examples of Serious Sanctions:

1. Parents are informed of their child's misdemeanour.
2. Refer to Principal and pupil apologises for offence

3. Extra written work (to be done at home and signed).
4. Withdrawal from activities e.g. Games: Swimming/Football/Hurling etc.

Serious Supportive Interventions

Listed below are some examples of serious supportive actions:

- Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal.
- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Examples of Gross Misdemeanours:

1. Use of bad language to teachers /personnel/pupils.
2. Deliberate disrespect to teachers /personnel
3. Causing deliberate damage to school property, or to the property of other pupils.
4. Theft
5. Persistent breaking of school rules.
6. Bullying of other persons
7. Endangering the health or life of another
8. Repeated interruption of teaching and learning activities resulting in a disruption to the learning of other pupils.

Gross Sanctions:

- Parent(s) will be required to meet the teacher at the school and an undertaking will be given by the parents that there will be an improvement in pupil's conduct.
- Parent(s) will be required to meet the Principal and an undertaking will again be provided that there will be an improvement in the child's behaviour.
- Continued misconduct will be referred to Board of Management
- If no improvement is forthcoming, parents will be informed by letter of child's suspension.
- The child will be re-admitted to class after he/she apologises for the offence and an undertaking is given that serious misbehaviour will not occur again.

Managing aggressive or violent misbehaviour

Children who present with serious emotional and behavioural problems are referred for psychological assessment. See Special Education policy. 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, the parents will be contacted immediately to come to the school.

Procedures for Suspension and Expulsion

Suspension

Definition of Suspension:

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

(Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board)

Authority to Suspend:

The Board of Management of Scoil Mhuire Murroe has formally and in writing delegated the authority to impose an 'Immediate Suspension' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Scoil Mhuire Murroe, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction:

- Physical assault/violence resulting in bodily harm to a pupil or member of staff

- or
- Physical violence resulting in serious damage to school property
- or
- Leaving the school without permission during the school day.

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension,
- interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Scoil Mhuire Murroe acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Scoil Mhuire Murroe will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

- details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Scoil Mhuire Murroe acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision.

The letter will confirm:

- the duration of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

Expulsion

Definition of Expulsion:

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.'

(Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board)

Authority to Expel:

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- iii. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- iv. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond

- b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- ii. ensure that parent(s)/guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

- c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- i. the meeting will be properly conducted in accordance with Board procedures
- ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- iii. each party will be given the opportunity to directly question the evidence of the other party
- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

- Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- Will be represented at the consultation to be organized by the Educational Welfare Officer
- Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

e) Confirmation of the Decision to Expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management of Scoil Mhuire Murroe acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Keeping records

Class level

The end of year report includes a reference to behaviour. There is a reasonably consistent understanding of what constitutes very good – poor behaviour among the staff. Parents are kept up to date during the year regarding behaviour issues via the school journal.

School records

Serious incidents of gross misbehaviour are recorded in an Anti-Bullying / Gross Misdemeanour book maintained by class teachers

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

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.

Parents are made aware of the terms of the Education Welfare Act and its implications via a letter in the first term of every year.

A note will be sent to parents when children have been absent for 15 days. A note will also be sent when children have been absent for 20 days or more informing the parents that the NEWB have been informed. Pupils are required to bring a written explanation of their absence. Teachers keep these notes and an absence record.

Reference to other Policies

This code of behaviour policy has links with the following policies already in place:

- o SPHE plan
- o Anti-Bullying
- o Enrolment
- o Health & Safety
- o Special Educational Needs

Success Criteria

Indicators of the success of this policy

- Observation of positive behaviour in class rooms, playground and school environment is improved
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils

Roles and Responsibility

The Board of Management are responsible for ensuring there is a code of behaviour in place. All staff are responsible for implementing this policy. The Principal with the whole school staff will monitor and implement the policy. Pupils are expected to adhere to the Code of behaviour. Parents have a role to play by supporting the Code of behaviour.

Implementation Date

This policy was ratified by the Board of Management on June 10th 2009.

Timetable for Review

This policy will be reviewed again in 2018.

Ratification & Communication

The BOM officially ratified this policy on the 10th of June 2009. It was last reviewed on October 2017.

A copy of this policy will be available for parents to view in the School Plan. A copy of this policy is given to every new parent on enrolment of their child in the school.

Appendix 1

School Rules

Caring for Myself and Others

- I should show courtesy, respect and good manners to fellow pupils, staff and visitors to the school.
- I should enter and leave my classroom in an orderly manner. When in the school building I should walk on the right. I should take care not to push or jostle others.
- I should respect myself and my property. I should have all the appropriate textbooks for each subject and all necessary items of stationery. I should always keep my school bag, books and copies in good order. I am responsible for my coat and sports gear and I should label all of my own belongings.

Attendance

- I should attend school regularly unless prevented from doing so by illness or other exceptional circumstances.
- I should be ready to line up at 9:20 when the school bell rings. I should remain silent and orderly in my class line.
- I should have a request in writing, in the school journal, signed by a parent/guardian when I wish to leave school early to fulfil appointments during the school day.
- I should present to my teacher, a written explanation in my journal, dated and signed by a parent/guardian following any absence from school.

Appearance :

- I should be particular about personal hygiene. I should maintain a high standard of personal cleanliness and neatness and a well groomed hairstyle. Artificially coloured hair is not permitted. I am not allowed wear jewellery at school for health and safety reasons.

Uniform :

- I should show respect for my school and wear the complete school uniform/tracksuit as appropriate every day. Uniform is worn on three days. Tracksuit on the two P.E. days. Appropriate footwear must be worn properly tied. Rugby, soccer or any form of commercial tops / bottoms are not allowed as part of the tracksuit.
- I will require a swim-suit and swim-cap for swimming classes and a helmet for hurling / camogie.

Homework :

- I should always do my best in school by listening carefully, working as hard as I can and by completing my homework. If homework has not been done I should have a note explaining the reason.
- Journal and test-copy are to be signed.

Lunch Time

- I should always bring a sensible, nutritional lunch to school. Crisps, peanuts, glass bottles or cans are not permitted. Chewing gum is **strictly forbidden**.
- I should place wrapper in lunch box before I leave my class.
- I should remain in my seat when being supervised during a wet lunch –time, as moving place or running around the classroom is not allowed.
- I should always show respect for the teacher on yard duty and I should always refrain from entering “out-of-bounds” areas.

Respect for School and School Property.

- I should show respect for the classroom furniture, the toilets and the school building in general and the school grounds. I should always place litter in the bin. (Parents are liable for any wilful damage by a pupil to school property).
- I should obey the fire drill instructions exactly and exit from the school building in a quiet and orderly manner. I should treat the fire-fighting equipment and the fire-alarm system with great respect. (Interference with the fire-fighting equipment and the fire-alarm system is a very serious offence).

School Outings

- I should remain with my class when going to or from the church or G.A.A. field. When away from school on outings or engaged in extra-curricular activities I should behave in an exemplary manner. I should comply with all the directions of the teacher in charge. If uniform is required I should adhere to the full uniform code.

Mobile Phones :

- I will not use a mobile phone within the classroom, the playground, or any part of the school building during school hours. I may use the school phone with permission if I need to make a telephone call.

Bullying :

- I will show respect for myself and others by not engaging in bullying of any form. I am aware that I am encouraged to report incidents of bullying behaviour.

N.B:

- (a) The final interpretation of these regulations rests with the Board of Management, the Principal and the Staff.
- (b) Further school regulations or change in the existing ones may be made when necessity warrants it.

▪ Classroom Rules

- I will walk into my classroom and sit in my seat.
- I will place appropriate classroom materials, homework and journal on my desk without delay.
- I will listen attentively and follow the teacher's instructions.
- I will always raise my hand and wait quietly for permission to speak
- I will listen to others and praise them
- I will ask for permission to leave my seat. I will remain seated when the teacher is out of the room.
- I will work quietly.
- I will be conscious of my own safety and the safety of others.
- I will complete all my work on time and to the best of my ability.

- I will record my homework in my journal, leave the classroom in a clean condition and depart quietly.

- **Playground Rules**

- I should play within school boundaries.
- I should play with consideration of others. Items or objects likely to cause injury have no place in school and are strictly forbidden.
- I should show respect for myself and others and not engage in rough behaviour such as kicking, pushing or punching.
- I should show respect for myself and others by not using vulgar or coarse language or by making hurtful remarks about others.
- I should be kind and thoughtful and include everyone in my games.
- I should take turns at games.
- I should be a good sport and accept victory or defeat in my games with the same good humour.
- I should stop playing at the first bell, and walk to my line on the second bell.
- I should always show respect for the teacher on yard duty and I should always refrain from entering “out of bounds” areas.