



# Code of Behaviour

## Introduction:

Our Code of Behaviour is a statement of good practices that shows our commitment to building positive and healthy relationships and a recognition that such relationships are central to learning and wellbeing. We strive together to develop safe, respectful practices with a readiness for learning.

Each and every member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage

The aims of the Code of Behaviour of Scoil Sinéad - Finglas are;

- To provide guidance for pupils, teachers and parents on behavioural expectations
- To provide for the effective and safe operation of the school
- To develop pupils' self-esteem and to promote positive behaviour
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption..

## General guidelines:

Pupils are expected to;

- Treat all school community members with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is not acceptable.
- Show respect for school property and to keep the school environment clean and litter free.
- Take pride in their appearance, to have all books and required materials and to be in the right place at the right time.
- Obey teacher's instructions, to work to the best of their ability and to present work neatly
- Attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for the absence.

**Bullying** - is unwanted, repeated, verbal, electronic, psychological or physical behaviour by an individual or group against others. The most common forms are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting. Bullying will not be tolerated in our school and parents will be expected to co-operated with the school at all times in dealing with instances of bullying in accordance with the schools' Anti-Bullying Policy.

## School Rules:

### Rule 1: Come to school..... be prepared

1. Come to school every day unless it is absolutely unavoidable, eg due to illness
2. Bring a note of absence to explain absenteeism.



3. Be at school on time. School starts at 9.00 am and finishes for infants at 1.40 and senior school at 2.40pm
4. Children should not be in school too early.
5. Bring a note from your parents if you are leaving early or unable to complete homework.
6. If you arrive late, your parent must sign you in at the secretary's office.
7. Wear full school uniform/tracksuit at all times.
8. Have correct books, copies, stationary etc
9. Bring correct lunch (see healthy eating policy)
10. No mobile phones to be used in school or when involved in school activities.
11. Toys should not be brought to school unless the class teacher gives permission.

## **Rule 2: Be Safe everywhere**

1. Be careful coming to and going from school
2. Always walk while in the school building.
3. Remain seated at all times in class and while eating lunch unless otherwise requested.
4. Be careful while playing in the school yard and always show respect for my fellow pupils.
5. When the bell rings, freeze and upon hearing the second bell, walk to the line and wait in line for teacher.
6. Never leave the school grounds without the permission of the Principal
7. This is a shared campus. When handed to parents, stay with them. Do not climb on rails, walls or run around the carpark.

## **Rule 3: There is a time to listen, a time to talk and a time to do**

1. Listen and show respect when the teacher is speaking
2. Listen and show respect to other children
3. Put up your hand/ wait to speak
4. Work cooperatively or silently for individual work
5. Do your best, allow others to do their best
6. Work quietly during lunch breaks or group activities

## **Rule 4: Have kind hands, feet and comments**

1. No fighting, aggressive behaviour towards students or staff at any time. **Assault of others will result in immediate application of sanctions as outlined in this code of behaviour.**
2. It is hurtful to call names, be rude, insult or exclude others.
3. Tell the truth. Do not use vulgar gestures or insulting language.
4. Always respect other people's property.
5. Keep your classroom and yard clean and litter free

## **Rule 5: Be caring, helpful and sharing**

1. Be helpful and respectful to others by being polite in what you say/ how you act.
2. Say please/ thank you/ look at the person/ stand back to let an adult pass.
3. Greet people you meet- remain seated to greet visitors.
4. When asked to do something by teacher, do it.

## **Rule 6: Scoil Sinéad - Finglas is a 'bully-free' zone.**

1. I should never bully others.



2. I should never allow others to bully me and if it happens I should tell my parents and my teacher.
3. Bullying is always unacceptable.

## Promoting Positive Behaviour:

As outlined in the NEWB Guidelines (2008), positive acknowledgement of effort is a very effective way of influencing and promoting good learning behaviour. In Scoil Sinéad NS, we seek to motivate students and create a positive learning environment, to raise the self esteem of our pupils and provide systems which can be used by all staff to contribute to raising levels of achievement.

Acknowledgements	Encouragements	Rewards
<ul style="list-style-type: none"> <li>• Verbal Praise</li> <li>• Quiet Word</li> <li>• Mention in Assembly</li> <li>• Written comments on work or in the journal</li> <li>• Phone calls/notes to parents</li> <li>• Display of pupil work</li> <li>• Praise postcards/letters</li> <li>• Special mention in school media</li> </ul>	<ul style="list-style-type: none"> <li>• Positive interactions between pupils and teachers</li> <li>• Classroom routines</li> <li>• Clear and explicit teaching of expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Special awards and assemblies</li> <li>• Motivational rewards and prizes</li> <li>• Certificates</li> <li>• Wellbeing awards</li> <li>• Attendance awards</li> <li>• Principals award</li> </ul>

The key here is understanding that learning, behaviour and relationships are inextricably linked. Everyone works together to encourage positive behaviour and establish good patterns where there are difficulties and endeavours to resolve issues in a fair and transparent behaviour. Behaviour is monitored to ensure fairness.

## Examples of Unacceptable Behaviour:

The code acknowledges three broad categories of misbehaviour as:

1. Minor Misbehaviour
2. Serious Misbehaviour
3. Gross Misbehaviour

Examples of each are outlined as follows:

<b>Minor Misbehaviour</b> <i>As defined by the teacher</i>	<b>Serious Misbehaviour</b> <i>Persistent Minor Misbehaviours become Serious Misbehaviours</i>	<b>Gross Misbehaviour</b> <i>Repeated Serious Misbehaviours become Gross Misbehaviours</i>
1. Not doing or completing assigned work either in school or for homework without good reason.	1. Repeatedly not doing or completing assigned work either in school or for homework without good reason.	1. Stealing 2. Verbal abuse of another child or the teacher. 3. Bullying or intimidation



2. Ignoring Teacher's instructions.	2. Repeatedly ignoring teacher's instructions.	4. Vandalism or theft of school property.
3. Distracting or constant talking to other pupils.	3. Repeated distracting and constant talking to other pupils.	5. Pupils leaving school grounds without permission.
4. Late arrival to school without good reason.	4. Consistent late arrival to school without good reason.	6. Persistent breaking of school rules.
5. Unruliness on corridors and school grounds.	5. Repeated unruliness on corridors and school grounds.	7. Physical abuse of another child or teacher.
6. Breaking of school rules/ classroom rules.	6. Repeated breaking of school/ classroom rules	8. Racism.
7. Incomplete school uniform.	7. Consistent incomplete uniform.	9. Aggressive behaviour, aggressive verbal outbursts and/or grossly offensive gestures
	8. Telling lies (as judged by the teacher).	10. Use of any banned items for the purpose of offending or injuring others.
	9. Use of bad language and offensive gestures.	
	10. Dangerous behaviour that is liable to cause injury.	

### ***Strategies for Dealing with Unacceptable behaviour:***

#### **Sanctions**

Every effort will be made by all members of staff to adopt a positive approach and to encourage good behaviour among pupils in the school. When this fails, a series of Behaviour Checks will be implemented.

The behaviour checks are a step by step procedure for dealing with pupils who don't follow rules. They are clearly listed on a wall chart in each room and are taught and regularly discussed. Pupils know precisely how they operate.

Every day is a fresh start (except for repetitive poor behaviour where a child may start on Step 2). Pupils know that when they come to school in the morning, that it is they who choose how their day will go. If unwise behaviour leads to behaviour checks, it is important that pupils know what stage they reach, as they have a choice to make. The choice is their responsibility. The aim of these behaviour checks is to encourage the children to become aware of and to monitor their own behaviour.

The following is a guide to matching the misbehaviour with the appropriate behaviour check:

1. Minor Misbehaviour (Follow Steps 1-3)
2. Serious Misbehaviour (Follow Steps 3-5)
3. Gross Misbehaviour (Follow Steps 5-7)

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of Health and Safety

Step	Behaviour Check
------	-----------------



1	<b>Oral Warning</b>
2	<b>Written Warning</b> - Name on the class board. ( <i>Informal note in the child's journal for repeated Written Warning</i> ) <i>Consistent Misbehaviour : pupil starts the morning at Step 2</i>
3	<b>Offside-Table</b> (a desk within the class and continue what they are doing).
4	<b>Teacher-Partner</b> :- Child sent to another classroom. Older children given a cool-off sheet to reflect on their actions. <i>If a child reaches this stage twice in one week then move to Step 5 (At the discretion of the teacher).</i>
5	Teacher accompanies child to the <b>Office</b> or sends to the office for Principal. Name is recorded in the Discipline Book. <i>If a child reaches Step 5 twice in a month then move to Step 6</i>
6	<b>Parents</b> requested to come to the school.
7	<b>Suspension</b> with work

**Str**

### **Yard Rules and Sanctions (3 card system – warning, yellow, red)**

1. Children must play in a safe and respectful manner
2. Pupils will remain within the school boundaries
3. Permission will be sought from the supervising teacher to re-enter the school building.
4. Children will keep the playground free from litter.
5. No rolling on the grass unless given permission by the supervising teacher.
6. When the bell rings, the children will freeze and upon hearing the bell a second time, the children will walk to their line and wait for their teacher.

If a child breaks a Yard Rule:

1. The child's name will be put into the Yard Incident book by the teacher on duty.
2. The child will stand at the wall near the office door for a few minutes for "time out" and is given permission to return to play with the others by the teacher on duty.
3. The supervising teacher will let the class teacher know about the incident
4. If the behaviour is of a serious or gross nature, the Principal will deal with the issue. The child will be taken off yard until it is decided when he/ she is allowed back with the other children. A note will be sent home or parents will be called in depending on the seriousness of the issue.

### **Notes:**

5. If the supervising teacher deems the weather unsuitable then the children will remain inside during break time.
6. Children should only be sent to school if they are well enough to go outside.
7. Children are not allowed to go home at lunchtime.

### **Suspension**

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between the school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.



For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be considered as serious or gross misbehaviour.

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 a meeting with the Chair and School Principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future, the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the School Community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education and Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chair/Manager/Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

**Suspension** – is defined as the withdrawal of permission from a pupil to attend school for a specific period of time or pending the completion of a particular event or instruction. Withdrawal from a particular class or subject or activity (such as the playground) for a period of time may also be used in some circumstances. The period of suspension depends on the severity of the behaviour but may vary from one to five days. While on suspension, pupils are required to complete assigned work and continue to engage with lessons and homework either in hard copy or the Seesaw App.

**Authority to suspend** – the authority to suspend a pupil rests with the school's Board of Management. The Board of Management delegates the authority to suspend a student from attending on the school premises to the Principal for a period not exceeding three school days, though this can increase to five days with the support of the Chairperson of the BOM, if a BOM meeting is impractical in the short term. The Principal will inform TUSLA if a student has been suspended for more than 6 days in any school year. The same powers are conferred on the Deputy Principal on occasions where the Principal is absent or off-site. The authority to suspend is subject to the right of parents to appeal to the Board of Management. All suspensions are reported to the Board of Management. Under the Education and Welfare Act, Section 21, the Principal will inform the EWO at TESS in TUSLA in writing if a student is suspended for 20 days or more in any academic year.

Suspension is a serious sanction and is imposed where;

- Other efforts to resolve a disciplinary situation may have failed. The nature of the incident is such that a student must be removed from the school immediately. The student has repeated incidents of indiscipline despite warnings, counselling and support of staff.
- The student does not recognise and accept legitimate authority which exists for promotion of teaching and learning. The behaviour of the pupil is considered to interfere with the right to learn of others. The student's continued presence in the school constitutes a threat to the safety or welfare of members of the school community, including that of the student.
- The student is responsible for the serious damage to school property or that of others.

**Automatic suspension** – without prejudice to the foregoing, the Principal or Deputy Principal (in the absence of the Principal) may, at their discretion, and if they believe that it is warranted, impose a suspension upon a pupil not exceeding three school days. Such suspension will come into operation immediately following it being communicated to the student and a parent. A pupil who is suspended with immediate effect, shall leave the premises as soon as is practicable. Such examples are listed in the column exemplifying Gross Misconduct.



Suspension procedure – Fair procedures will be followed in the investigation and decision-making process in line with the Education and Welfare Act 2000 and the NEWB guidelines. These concern the right to be heard and the right to impartiality. Scoil Sínead NS recognises the serious nature of the sanction and suspension and this seriousness is reflected in the school's procedures. Parents and pupils will be given the opportunity to respond before a decision is made and before any sanction is imposed. In the case of automatic suspension, a formal investigation will immediately follow the imposition of the suspension. Parents/Guardians are contacted directly either by telephone or letter or both to inform them in respect of the suspension. Parents are informed, in writing, as soon as practicable, confirming the proposed or immediate, as appropriate, suspension.

- The reasons for the suspension and the period of suspension – commencement and termination dates for suspension
- The requirements and arrangements for returning to school which must be fulfilled to gain re-instatement (ie the pupil and parents will be asked to reaffirm their commitment to the Code of Behaviour required for learning)
- The right to appeal the decision to suspend to the Board of Management
- The procedure to be followed in making such an appeal
- The right to appeal to the Patron and the Secretary General of the DES under Section 29 of the Education Act
- A copy of the letter will be placed on the pupils school record.

Pupils will not be dismissed from school unless and until arrangements are made for their safe return to the care of their families. All staff are required to keep records of all meetings and/or telephone calls in connection with the suspension. All suspensions will be reported by the Principal to the Board of Management with the reasons for and the duration of each suspension.

**Grounds for removal of a suspension** – As required by the Education and Welfare Act 2000, the school now publishes the grounds for the removal of a suspension. They may include;

New circumstances which come to light which result in the Board of Management/Principal deciding to remove a suspension

The BOM/Principal agree that another sanction be applied after discussion with the parents

Successful internal appeal to the Board of Management

Successful external appeal under Section 29 of the Education Act

**Internal Appeals** – the parents of the pupil who has been suspended may appeal such suspension to the Board of Management in writing within two school days of its' imposition. Any appeal should be addressed to the Secretary of the BOM and must be hand delivered to the Principal, sent by registered post or by email to [principal@scoilsinead.ie](mailto:principal@scoilsinead.ie)

A suspension will come into operation on the third school day after it was imposed if no appeal has been received by the Principal within the prescribed time. In determining such appeal, the Board may, in its' absolute discretion, either direct that such suspension be quashed, extended or reduced in addition to directing the Principal to amend the School Record accordingly. Where an immediate suspension has been imposed, and the duration of such suspension has expired by the time of the next ordinary meeting of the Board, the Board may, in its' absolute discretion, quash such suspension and direct the Principal to amend the school record accordingly.

**External Appeals** – In accordance with Section 29 of the 1998 Act, an appeal lies to the Secretary General of the Department of Education where is the student is, among other things, suspended from attendance at the school for a period which would bring the cumulative period of the suspension to 20 school days in one school year. Further information and the Appeals Application Form is available from the section 29 Appeals Administration Unit, Department of Education and Skills, Friar's Mill Rd., Mullingar, Co. Westmeath, N91 H30Y.





### **Reinstatement following Suspension**

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated in the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupils reinstatement will not constitute a risk to the pupils own safety or that of the other pupils and staff. The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

**Expulsion** – permanent exclusion of a pupil is a very serious step and is one that will only be taken by the Board of Management. Fair procedures will be followed in the investigation and decision making process in line with the Education and Welfare Act 2000 and the NEWB guidelines. These concern the right to be heard and the right to impartiality.

**Authority to expel** – the Board of Management has the right to expel a student under Section 24 of the Education and Welfare Act 2000.

**Grounds for Expulsion** – the school will attempt to address misbehaviour and to avoid permanent exclusion of a pupil by;

- Meeting with the parents and pupil to find ways of helping the student to change their behaviour, making sure that the pupil understands the consequences of persistent behaviour.
- Ensuring that all other options have been tried.
- Seeking the assistance of relevant support agencies (eg. NEPS, HSE, NBSS, CAMHS, NCSE)

The decision to permanently exclude a pupil may be taken by the Board of Management in extreme cases of unacceptable behaviour such as;

- Behaving in a way that is a persistent cause of significant disruption to the learning of others and the teaching process
- The pupils' continued presence in the school constitutes a real and significant threat and/or risk to safety, the pupil is responsible for serious damage to property, of others and/or of the school, the pupil is in possession of and/or uses drugs, weapons or serious implements.

The grounds for permanent exclusion may be similar to the grounds for suspension. Exclusion is only considered when school authorities have tried a series of interventions and believe that they have exhausted all possibilities for changing a student's behaviour.

*The following behaviours may incur an Automatic Permanent Exclusion or Permanent Exclusion for a first offence;*

- A serious threat of violence against another pupil or member of staff
- Actual violence or physical assault
- Supplying drugs/illegal substances
- Sexual assault

**Permanent Exclusion Procedure** – Fair procedure will be followed in the investigation and decision-making process in line with the Education and Welfare Act 2000 and the NEWB guidelines. These concern the right to be heard and the right to impartiality.

- A detailed investigation carried out under the direction of the Principal





- A recommendation to the Board of Management of the Principals' recommendation and the holding of a hearing.
- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Education Welfare Officer at TESS.
- Confirmation of the decision to expel

The Board of Management is the decision-making body in relation to permanent exclusion. The Board of Management will decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and fair and reasonable time to prepare for a Board hearing.

*Step 1 – A detailed investigation carried out under the direction of the Principal*

The Principal will;

- Inform the pupil and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion. Parents will be informed in writing of the alleged misbehaviours to ensure that they are clear about what their child is alleged to have done and to underline the seriousness with which the school views the alleged misbehaviour.
- Give the parents and pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed

*Step 2 – A recommendation to the Board of Management by the Principal*

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

The principal will;

- Inform the parents and the pupil that the Board of Management is being asked to consider permanent expulsion.
- Ensure that parents 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 permanent expulsion.
- Provide the Board of Management with the same comprehensive records as are given to parents
- Notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- Advise the parents that they can make a written and oral submission of the Board of Management with adequate time to prepare for the hearing.

*Step 3 – Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing*

The Board will;

- Review all documentation and circumstances of the case
- Ensure that no party who has had any involvement with the circumstances of the case take part in the Board of Managements deliberations

**The hearing**



The Board meeting for the purposes of the hearing will be properly conducted in accordance with BOM procedures. This is not a court of law and the BOM will not allow representations by persons of legal authority.

At the hearing the Principal and the parents will put their case to the Board in the presence of each other.

Each party will be allowed to question the evidence of the other party directly.

The meeting may also be an opportunity for parents to make their case for lessening the sanction.

In the conduct of the hearing, the Board will strive to be, and be seen to be, impartial as between the Principal and the pupil.

After both sides have been heard, the Board will ensure that neither the Principal nor the parents are present during their deliberations.

#### *Step 4: Board of Management deliberations and actions following the hearing*

The Board has the responsibility to decide whether or not permanent expulsion is the appropriate sanction. Where the Board, having considered all the facts of the case, is of the opinion that the pupil should be expelled, the Board must notify the EWO at TESS in writing of its opinion. (Education and Welfare Act 2000, S24 (1))

The Board will follow the NEWB reporting procedures for proposed permanent expulsions.

The student will not be expelled before the passage of 20 school days from the date on which the EWO receives this notification.

The Board will notify parents in writing about its conclusions and the next steps in the process. The parents will be told that the Board will now inform the EWO. The permanent expulsion will not be implemented until 20 days have elapsed from the time at which the EWO has been formally notified.

#### *Step 5: Consultations arranged by the Educational Welfare Officer*

Within 20 days of receipt of notification from the Board of Management of its opinion that a student should be permanently excluded, the EWO must;

- Make all reasonable efforts to hold individual consultations with the Principal, the parents, the pupil and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend (Education and Welfare Act 2000 S24)
- Pending these consultations, the Board of Management may take steps to ensure that good order is maintained, and that the safety of the students is secured (Education and Welfare Act 2000 S24 (5)). The Board may consider it appropriate to suspend a student during this time where there is a likelihood that the continued presence of the pupil during this time will seriously disrupt the learning of others or present a threat to the safety of other students or staff.

#### *Step 6: Confirmation of the decision to expel*

Where the 20-day period following notification of the EWO has elapsed and where the Board remains of the view that the student should be permanently expelled, the Board of Management will formally confirm the decision to permanently expel and will notify the parents that the expulsion will now proceed. Parents and pupils will be advised of their right to appeal and furnished with the standard form on which to lodge an appeal. A formal record will be made of the decision to permanently expel a student.



Appeals – A parent may appeal a decision to permanently exclude to the Patron Body and a subsequent appeal to the Secretary General of the Department of Education and Skills. (Education Act 1998 S29). An appeal may also be brought by the NEWB on behalf of the pupil.

### **Monitoring, Evaluation and Review:**

This Code of Behaviour can only be effective with the co-operation of the whole school community and good practice is vital for good learning. All staff will monitor the implementation and effectiveness of the policy, review it annually and submit a report to the Board of Management bearing in mind the responsibilities of each group.

### **The Board of Managements responsibility**

- Provide a comfortable, safe environment
- Support the Principal and staff in implementing the code
- Ratify the code

### **Principals Responsibility**

- Promote a positive climate in the school
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for a review of the code as required.

### **Teachers Responsibility**

Support and implement the schools' Code of Behaviour by;

- Creating a safe working environment for each pupil
- Recognise and affirm good work
- Prepare school work and correct work done by pupils
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with misbehaviour
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour
- Provide support for colleagues
- Communicate with parents when necessary and provide reports on matters of mutual concern

### **Pupils responsibility**

- Attend school regularly and punctually
- Listen to their teachers and act on instructions/advice
- Show respect for all members of the school community
- Respect all school property and the property of other pupils
- Avoid behaving in any way which would endanger others
- Avoid all nasty remarks, swearing and name calling
- Include other pupils in games and activities
- Bring correct materials/books to school
- Follow school and class rules.



## **Parents responsibility**

Encourage/ensure children to;

- have a sense of respect for themselves and for property
- attend regularly and punctually
- be interested in, support and encourage their children's school work
- be familiar with the code of behaviour and support its' implementation
- co-operate with teachers in instances where their child's behaviour is causing difficulties with others
- communicate with the school in relation to any problems which may affect the child's progress/behaviour.

This policy will be promoted and implemented throughout the school.

Scoil Sinéad NS Board of Management ratified this policy on

Signed: \_\_\_\_\_

Chairperson

\_\_\_\_\_

Secretary to the Board

To be reviewed: \_\_\_\_\_