

Scoil Bhríde



Code of Behaviour

Introductory Statement

Scoil Bhríde aims to provide a happy, secure, friendly, learning environment, where children, parents/guardians, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

Rationale

Under the Education Welfare Act, 2000, Section 23 (1) schools are obliged 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:

- The standards of behaviour that shall be observed by each student attending the school;
- The measures that shall be taken when a student fails or refuses to observe those standards;
- The procedures to be followed before a student may be suspended or expelled from the school concerned;
- The grounds for removing a suspension imposed in relation to a student; and
- The procedures to be followed in relation to a child's absence from school.

This policy was prepared in accordance with, to ensure compliance with legal requirements and good practice as set out in Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.

Scoil Bhríde has deemed it necessary to review and update our Code of Behaviour to ensure compliance with the following legislation and guidelines:

- Anti-Bullying Procedures for Primary and Post-Primary Schools 2013
- Children First National Guidance 2015
- Child Protection Procedures for Primary and Post-Primary Schools 2017
- Data Protection 1998 -2018 and EU General Data Personal Regulation 2018 (GDPR)

Relationship to the characteristic spirit of the school

Scoil Bhríde is a Catholic school which aims to provide a caring environment where management, staff and parents/guardians work in partnership through mutual respect to develop the spiritual, personal and academic potential of each child according to their talents, skills and abilities. Respect for others and co-operation amongst pupils, parents/guardians, staff and the Board of management are the guiding factors in our Code of Behaviour.

Aims

The school hopes to achieve the following

- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline.
- To recognise the differences between children and to accommodate these differences as appropriate.
- To ensure the safety and wellbeing 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.
- To allow the school to function in an orderly way where children can make progress in all aspects of their development.
- To create a positive and happy teaching and learning environment.

Content of policy

In our Code of Behaviour, we address the following:

1. Guidelines for behaviour in the school
2. Whole school approach to promoting positive behaviour – roles and responsibilities
3. Positive strategies for managing behaviour
4. Strategies for dealing with inappropriate behaviour
5. Suspension / Expulsion
6. Keeping records
7. Procedure for notification of a pupil's absence from school
8. Reference to other policies

1. 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 pupil attending the school".

The school recognises that there are times and factors in a child's life that may influence their behaviour. These will be taken into consideration and the child and his/her behaviour may be accommodated as a result.

In compliance with Section 23(4) of the Education Act, prior to registering a pupil, parents/guardians will be issued with a copy of the school's Code of Behaviour and on application, parents/guardians will be asked to confirm in writing that they accept the school's policy and that they shall make all reasonable efforts to ensure compliance with such code'.

2. Whole school approach to promoting positive behaviour

Managing behaviour requires the support and co-operation of the whole school community, particularly staff, pupils and parents/guardians. The Board of Management has the overall responsibility for ensuring

- that the Code of Behaviour is drawn up
- that it is in line with the ethos of the school

- that it respects the needs and rights of pupils, staff and parents/guardians
- that it is upheld by pupils, staff and parents/guardians

The day to day implementation of the Code of Behaviour rests with the pupils, staff and parents/guardians and each of these groups has rights and responsibilities in the management of good behaviour.

Pupil rights

- To be educated in a disruption free classroom.
- To be treated fairly, consistently and with respect & kindness.
- To have their individual differences recognised & provision to be made for these differences.
- To be listened to and to ask questions, at appropriate times.
- To have their positive behaviour affirmed and their misbehaviour addressed appropriately.

Pupil responsibilities

- To attend school regularly and punctually.
- To work quietly and safely, to the best of their ability.
- To listen to their teachers and to act on instructions and advice.
- To listen to other pupils and to wait their turn to speak.
- To show respect & kindness for all members of the school community.
- To respect the rights of other pupils to learn.
- To care for their own property and to respect all school property and property of other pupils.
- To avoid behaving in a way, which would endanger themselves or others.
- To contribute to good order in the school, by moving quietly around the school and by keeping the school clean and tidy.
- To bring the correct materials and books to school & to wear correct uniform.
- To follow school and class rules and procedures.
- To do their homework to the best of their ability.

Teacher rights

- To be treated with respect and dignity by pupils, parents/guardians, colleagues and all members of the school community.
- To be able to teach in a safe, well-maintained environment, free from disruption and aggression.
- To have the support and co-operation of all staff, colleagues, parents/guardians and Board of Management, in order to achieve the aims and objectives of the school.
- To work in an atmosphere which encourages professional development.
- To consult with pupils and parents informally and formally, when their professional judgement deems it necessary.

Teacher responsibilities

- To support and implement the school's Code of Behaviour consistently and for the duration of the academic year.
- To create a warm, safe, welcoming environment for each pupil.
- To develop and nurture a sense of self-esteem in each pupil .
- To facilitate each pupil to reach their full academic potential, by recognising and providing for the individual talents and differences among the pupils.
- To teach a varied and stimulating curriculum which will engage children's interest. The curriculum will include SPHE which will teach children communication skills, appropriate ways of interacting and behaving and conflict resolution skills, thus supporting the school's Code of Behaviour.
- To use classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation.
- To be courteous, consistent and fair, while keeping opportunities for disruptive behaviour to a minimum and addressing misbehaviour appropriately.
- To use their professional judgement, to decide when it is necessary to communicate with parents/guardians and to provide reports on matters of mutual concern.
- To keep a record of instances of serious misbehaviour or repeated misbehavior.

(Continuum of Support, Guidelines for Teachers, NEPS)

Parent/guardian rights

- To be treated with respect.
- To have a safe and welcoming environment provided for their child.
- To expect that there will be a recognition of the individual differences among pupils.
- To expect that there will be fairness and consistency in the way the pupils are treated.
- To communicate with teachers/principal by appointment on matters of mutual interest or concern.
- To expect contact at an early stage to discuss difficulties and/or problems.
- To receive progress reports and information on the school's policies and procedures.
- To be made aware of the school's Code of Behaviour and to appeal decisions in accordance with agreed procedures.

Parent/guardian responsibilities

- To encourage pupils to have a sense of respect for themselves and others, for their property and that of others.
- To ensure their children attend school regularly and punctually.
- To provide a healthy lunch, adhering to our Healthy Eating policy.
- To show interest in their child's education by ensuring their child has the correct books and materials and by signing homework notebooks and reading records.
- To support the school in the implementation of the school's Code of Behaviour. It is a condition of enrolment in the school that parents agree to comply with the school's Code of Behaviour (Education Welfare Act 2000 section 23, 4)
- To co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- To communicate with the school in relation to any problems which may affect their child's progress/ behaviour.

- All communication should be in a spirit of courtesy and cooperation with the teacher/principal
- To ensure their children wear the correct uniform:

Monday, Wednesday & Friday

plain navy tracksuit set (no leggings), blue polo shirt, runners

Tuesday & Thursday

plain navy v necked jumper/cardigan (no logos, hoods, stripes), blue shirt and red tie

grey trousers/skirt/pinafore. Girls - navy socks/tights when wearing skirt/pinafore.

black shoes

During the months of May & June, children may wear plain navy shorts (no logos, stripes) with their blue polo shirt, track suit jumper & runners, every day.

3. Positive strategies for managing behaviour

Classroom

Classroom behavioural expectations are established in each class, which sets a positive atmosphere for learning. Pupil input is enlisted in devising the class rules. Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.

Classroom rules will include the following:

1. Treat others with respect and kindness.
2. Always try your best.
3. Be honest, tell the truth.
4. Respect the belongings of others. Share.
5. Do not interrupt the teacher or others when they are speaking.
6. Work quietly when required.
7. Keep your desk area neat and tidy.
8. Remain in your seat when required.
9. Show respect when a visitor comes to the classroom door to talk to the teacher.
10. Walk in the school building.
11. Complete homework as requested.
12. Wear correct uniform.

Good behaviour is recognised and acknowledged in our school. Children are encouraged and praised for their efforts in maintaining discipline. The following list is a selection of strategies which may be used by individual teachers to affirm and promote positive behaviour in the classroom:

- A quiet word or gesture to show approval
- A comment on a child's exercise book
- A visit to another class or the Principal for commendation
- Praise in front of class group
- Points systems e.g. Class dojo, class jars, raffle tickets
- Stamps / stickers on children's work
- Homework pass
- Golden Time
- Extra art / PE
- Awards - Student of the week, Gaeilgóir na Seachtaine etc.

Playground Rules will include the following:

Rules are regularly reviewed at staff meetings and relayed to pupils on an ongoing basis. At both break times, teachers supervise the yards, assisted by the Special Needs Assistant.

- Children exit classrooms by walking to the playground.
- Children play in their designated area.
- Children treat each other with respect & include others in their games.
- Children move around their area taking due care.
- Children play safely & do not engage in rough play.
- Children follow the instructions of staff.
- Children report incidents to teachers on duty.
- Children only enter the school building during break with permission from an adult on duty.
- Children freeze on hearing the bell at the end of breaks & line up in an orderly manner.
- When a particular pupil/group needs to be monitored in the playground, this is organised by the class teacher.

All areas in the school

- Children walk through the school in a quiet and orderly manner.
- Children are required to respect all school property & school environs.
- Children will speak to others respectfully and will not use inappropriate and /or hurtful language.
- Chewing gum is not permitted in school.
- Mobile Phones are not permitted in school. Where a mobile phone is confiscated, it will be

returned at the end of the school day.

-Smart watches may be used for the purposes of telling the time & for step count only. If other features are used, the smart watch will be confiscated and the pupil will not be permitted to bring the smart watch to school again.

School Related Activities

Standards and rules contained in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school i.e. school tours, games and extracurricular activities, other school-linked events etc. Parents/guardians, coaches etc. are asked to abide by the Code of Behaviour when helping out in the school and/or with school related activities. The staff of Sherpa Kids, before & after school care are asked to adopt the school's Code of Behaviour.

4. Strategies for dealing with inappropriate behaviour

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers. Three levels of inappropriate behaviour are recognised by Scoil Bhríde, they are Minor, Serious and Gross misbehaviours.

It is important to note that the lists below are not exhaustive and that other unacceptable/inappropriate behaviours may be added or included at the school's discretion

Examples of Minor Misbehaviour

- Disrupting class work by:
 - Talking when teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn.
 - Pupil not listening to instructions, fiddling with stationery etc.
 - Laughing/ sniggering/sneering at other children, "giddiness" and giggling.
 - Throwing objects, making disruptive noise, swinging on chairs.
 - Getting out of seat or moving around the room without permission.
 - Disobeying teacher's instructions.
- Carelessness with books and stationary, scribbling/drawing on school books.
- Drawing on tables, being careless with another pupil's property.
- Commenting negatively on another pupil's work.

- Excluding others.
- Leaving litter in and around the school.
- Lack of compliance with school policy on uniform.
- Being discourteous or unmannerly.
- Name calling.
- Gestures of defiance and using bad language.
- Unruliness in the classroom & in the corridors & hall.

Examples of Serious Misbehaviour

- Consistently interrupting/distracting others in the class.
- Consistently not doing homework.
- Being disrespectful to the teacher/ staff.
- Ignoring the teacher / staff.
- Negative physical contact e.g. pushing, hitting, biting, spitting, kicking, tripping up, pulling hair, punching etc.
- Deliberate exclusion of peers.
- Telling lies.
- Bullying - physical, verbal, cyber (Ref: Anti-Bullying Policy).
- Refusal to do work assigned.
- Refusal to co-operate with the teacher.
- Using mobile phone in school.
- Inappropriate use of smart watch.
- Stealing from classmates/teacher /other staff.
- Screaming/ shouting at another child/teacher /staff.
- Spreading rumours/lies about another pupil/member of staff.
- Threatening/ intimidating peers.

- Throwing objects at peers.
- Damaging school property.
- Leaving school grounds without permission during school day.

Examples of Gross Misbehaviour

- Serious assault on another pupil/staff member e.g. physical, verbal
- Consistent bullying of another pupil e.g. emotional, physical, cyber
- Serious damage to school property
- Serious theft of school/staff belongings

Responding to unacceptable/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'.

Teachers will use their professional judgement and their knowledge of the child and the particular circumstances of the behaviour or incident in responding to unacceptable behaviour and in selecting the appropriate sanction. The sanction will be proportionate to the behaviour or incident in question.

It may include:

1. Reasoning with pupil.
2. Verbal reprimand including advice on how to improve.
3. Loss of privileges - golden time / classroom rewards.
4. Time out when on yard.
5. Oral and/or written communication by class teacher with parents/guardians.
6. Time out from classmates/peers, in their classroom or in another room, to reflect on inappropriate behaviour.
7. Prescribing extra work/ writing out the story of what happened.
8. Principal communicating with parents.
9. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular22/02 and Education Welfare Act 2000)

These strategies reflect the staged approach to dealing with inappropriate behaviour in our school. The aim is to change the behaviour and allow the child to take responsibility for his/her behaviour.

Bullying

Children First National Guidance 2017 outlines that bullying can be defined as repeated aggression - whether it be verbal, psychological or physical – that is conducted by an individual or group against others. Children First National Guidance 2017 describes bullying as behaviour that is intentionally aggravating and intimidating, and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyber bullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. Bullying can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology, children can also be the victims of non-contact bullying, via mobile phones, the internet and other personal devices.

Children First National Guidance 2017 and the Anti-Bullying Procedures for Primary and Post-Primary Schools 2013 provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to TUSLA or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to TUSLA, the designated liaison person shall seek advice from TUSLA in accordance with the procedures set out in Chapter 5 of Child Protection Procedures for Primary and Post Primary Schools 2017.

Involving parents in management of problem behaviour

The staff will contact parents where there is concern about a child's behaviour.

Parents are also consulted when various strategies are not effective for managing the child's behaviour.

Parents are invited to contact the school with their concerns regarding behavioural issues.

Class teacher and/or Principal may contact the parent.

Managing aggressive or violent misbehaviour

- If a child is presenting as aggressive/violent the staff will work with School Psychologist (NEPS), SENO, HSE to find strategies to deal with the behaviour, manage aggression, protect other children and staff.

- Children may need to obtain psychological assessment. This will be discussed with parents/guardians.
- The Special Education Support Service (SESS) will be contacted to provide appropriate training for staff.
- Guidance is also provided in Managing Challenging Behaviour INTO 2004:11
- 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 staff may consider removing the child from the class/school setting.
- Parents/Guardians will be contacted by phone, informed of the situation and requested to come to the school to meet with the Principal/class teacher. Following discussion with parents/guardians interventions within the class and school environment will be put in place e.g. time out, withdrawal, removal of privileges, restricted timetable, advice sought from outside agencies e.g. SESS, NEPS, CAMHS.
- The incident will be formally recorded in the Behaviour Log of Actions on Aladdin.
- Regular contact with parents/guardians to discuss interventions and to monitor progress will be arranged.
- When three serious incidents are recorded within a school year a formal report will be made to the Board of Management by the Principal. Parents/guardians will be informed.
- Suspension/Expulsion in accordance with Rule 130 of the Rules for National Schools as amended by Circular 7/88.

5. Suspension / Expulsion Procedures

The Education Welfare Act, 2000, stipulates that a Code of Behaviour shall specify... ‘the procedures to be followed before a student may be suspended or expelled from the school concerned’ and ‘the grounds for removing a suspension imposed in relation to a student’ (Sections 23(2) c, d)

The entitlement to education is protected in a range of constitutional and legal provisions and in human rights Conventions. These legal protections for the individual student’s right to education mean that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court.

Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include their procedures for suspension and expulsion in their Code of Behaviour.

Suspension

The Board of Management has the authority to suspend a pupil. A pupil should not be suspended for more than three days, except in exceptional circumstances. The Board of Management normally place a ceiling of ten days on any one period of suspension imposed by it. Any suspension for which the pupil has been suspended in a school year for 20 days or more is subject to appeal under Section 29 of the Education Act 1998. (Section 11.6: 75,76). A single incident of misconduct may be grounds for suspension.

Suspension is defined as "Requiring the student to absent himself/herself from the school for a specified, limited period of school days."

Suspension should be a proportionate response to the behaviour that is causing concern. Normally other interventions will have been tried before suspension. The decision to suspend a pupil requires serious grounds such as;

- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.

Procedures for Suspension

Schools are required by law to follow fair procedures when proposing to suspend a student. The school will observe the following;

- Inform the pupil and their parents about the complaint
- Give parents and pupil an opportunity to respond
- Initial suspension no longer generally than 3 days. (except in exceptional circumstances)
- BOM will formally review any proposal to suspend a student for 20 or more days in a school year (in total). Any such suspension is subject to appeal under Section 29 of the Education Act (1998). Section 11.7:76

Implementing the Suspension

The Principal will notify the parents in writing of the decision to suspend their child and the letter will confirm: (p.76)

- the period of 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 commitment to be entered into by the pupil and the parents.
 - the provision for an appeal to the Board of Management.
 - the right to appeal to the Secretary General of the Department of Education and Science.
- (Education Act 1998, Section 29)

A suspension may be removed or altered either immediately or retrospectively if the Board of Management decides, or, if the Secretary General of the Department of Education and Science directs it to be removed following an appeal under Section 29 of the Education Act 1998 (p.77) as amended by the Education (Miscellaneous Provisions) Act 2007 (P.76, Section 29 Appeal in Section 11.7)

Reintegrating the Pupil

On return to school the pupil will be given the opportunity and support for a fresh start. The school will then expect the same behaviour of this pupil as of all other pupils

Recording and Reporting

A record of the behaviour and sanction imposed will be kept which will include:

- The investigation(including notes of all interviews held)
- The decision making process
- The decision and the rationale for the decision
- The duration of the suspension and any conditions attached to the suspension.

The principal will report all suspensions to the Túsla Education Support Service (TESS) in accordance with NEWB reporting guidelines (Education (Welfare) Act 2000, section 21(4) (a)) (p.78)

The Board of Management will review the use of suspension in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that use of suspension is appropriate and effective. (p. 78)

Expulsion

The Board of Management has the authority to expel a pupil. This authority is a reserved function of the Board of Management and is not delegated to the Principal (Chapter 12: page 80).

Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil including, as appropriate:

- Meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour.
- Making sure that the pupil understands the possible consequences of their behaviour, if it should persist.
- Ensuring that all other possible options have been tried.
- Seeking the assistance of support agencies, if appropriate.

A proposal by the Board of Management to expel a student requires serious grounds, such that:

- the pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- the pupil's continued presence in the school constitutes a real and significant threat to safety.
- the pupil is responsible for serious damage to property.

Expulsion should be a proportionate response to student's behaviour – should only be taken in extreme cases of unacceptable behaviour.

Expulsion for a first-time offence

The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include

- A serious threat of violence against another student or member of staff
- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault

Procedures for Expulsion (Fair procedures /right to be heard)

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following procedural steps will include:

- A detailed investigation carried out under the direction of the Principal (includes contacting parents re. behaviour as with suspension).
- A recommendation to the Board of Management by the Principal (parents informed of the same).
- Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
- Board of Management deliberations and actions following the hearing (incl. informing Educational Welfare Officer. The pupil cannot be expelled before the passage of 20 school days from the date the EWO receives the written notification).
- Consultations arranged by an Education Welfare Officer (BOM may consider suspending the pupil during this period if the continued presence of the pupil will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff).
- Confirmation of the decision to expel (notifying parents, info on right to appeal-section 29).

Appeals

See CPSMA Appendices p.395 and 400-403

Circular 22/02 Appeals Procedure under Section 29 of the Education Act 1998 (Appendix 3).

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Accordingly, schools should advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

- The parents/guardians are informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion and given a copy of Circular 22/02 and related forms.
- The Board of Management will prepare a response if and when an appeal is being investigated by the Dept. of Education and Science? (Section 12, Circular 22/02 – Processing of an Appeal)

6. Keeping Records

- Records of incidents of misbehaviour are kept within the school.
- Records of any investigations into serious incidents are kept.
- Notifications of suspensions/ expulsions and communications with the TESS are kept on file.

7. 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.

These notes are kept on file. Under the Education Welfare Act the school informs the TESS of any child who is absent for twenty days or more.

8. Reference to other Policies

School policies that have a bearing on the Code of Behaviour include

SPHE

Anti-Bullying

Admissions

Home / School links

Health & Safety

Special Educational Needs

Child Safeguarding

Attendance

Success Criteria

Some practical indicators of the success of the policy:

- Maintaining or improving the current good behaviour levels in the school.

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

Implementation/Ratification

The Code of Behaviour has been drawn up by the staff. It has been presented to representatives of the Parents' Association for consultation and input. Following this consultation process it was presented to the Board of Management for ratification.

The policy will be placed on the school blog and will be brought to the attention of the entire parent body and to the children.

The school principal and staff will be responsible for the implementation and evaluation of the policy. Any feedback received will be recorded and any problems that arise will be taken into account for the purposes of evaluation and review.

Review

This policy was reviewed and updated by school staff. The policy was then reviewed by the Parents' Association & the Board of Management before ratification at BOM meeting on April 7th 2022.



Chairperson BOM



Date



Principal



Date

