St. Brigid's B.N.S.

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Code of Behaviour

Introductory Statement

This Code of Behaviour has been devised by St. Brigid's B.N.S. in consultation with a PDST Advisor, all staff members, the members of the Board of Management and the Parents' Association.

Rationale

- The Code of Behaviour of St. Brigid's B.N.S. has been developed in accordance with '*Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008'.*
- 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 the procedures to be followed in relation to a child's absence from school.*

Relationship to Characteristic Ethos

St Brigid's B.N.S. seeks to enable each child to develop his potential in a caring environment where the talents of each child are nurtured and valued. The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, is a significant influence on how a child behaves. The code will be most effective where there is a high level of openness and co-operation between staff, parents and pupils. A clear understanding among all the partners of the standards of behaviour required and the procedures to be adopted where there are breaches of the code also help ensure a harmonious environment where all can work effectively.

Aims

In devising this code, consideration has been given to the particular needs and circumstances of this school. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. This code of behaviour describes the school's expectations about how each member of the school community will help to make the school a supportive place for teaching and learning. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school and the over-riding aims will be –

- To ensure an educational environment that is guided by our vision statement;
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences;
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others;

- To enhance the learning environment and allow the school to function in an orderly way where children can make progress in all aspects of their development;
- To ensure the safety and well being of all members of the school community;
- To assist the parents and children in understanding the systems and procedures that form part of the Code 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 foster caring attitudes to one another and to the environment;
- To enable teachers to teach without disruption.

Guidelines for Behaviour in the School

The school recognises the variety of differences that exist between children and the need to accept these differences. It is agreed that 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, parents and pupils. Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits. The over-riding principle governing this code is RESPECT - respect for ourselves and others; our own and others' property and the environment.

Pupils

General Behaviour

(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 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.

(d) Each child is expected to have respect for the truth.

(e) The school recognises the variety of differences between children and the need to accept these differences.

(f) It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation between staff, parents and pupils.

(g) Every effort will be made to ensure that the code of behaviour is implemented in a fair, reasonable and consistent manner.

Good behaviour will be praised and rewarded. Unacceptable behaviour will not be tolerated.

Classroom Behaviour

Each pupil is expected to:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his ability
- value – school property and the belongings of fellow pupils.
- follow – the direction of his teacher
- obtain – his teacher's permission to leave the classroom
- respect – the staff, other pupils and visitors to the classroom.

Playground (Playing Pitches) Behaviour
Each pupil is expected to:

- play – safely avoiding any games or play that is rough or dangerous
- follow – the directions of the playground supervisor(s)/sports mentor(s)
- remain – on school grounds at all times
- obtain – permission before re-entering the school building during break periods
- respect – the yard supervisor/sports mentor and fellow pupils
- avoid – swearing, fighting or name calling

Behaviour in other School Areas
Each pupil is expected to:

- walk – in the school corridors
- take care- behave safely when entering and exiting the school, walk on footpaths, use pedestrian crossings etc
- respect adults- allow them to pass in the school corridors
- behave- when lining up, standing or walking in the class line
- respect others- be mannerly at all times when on the school premises

Personal Behaviour
Each pupil is expected to:

- respect- themselves and property, keeping books, bag, uniform in good order
- be punctual- be on time for school and for class
- respect- adhere to the rules regarding the wearing of the school uniform
- have good personal hygiene
- be healthy- adhere to Healthy Eating policy

Behaviour during School Outings/Activities
Each pupil is expected to:

- respect – be mannerly at all times to those they meet on such trips
- follow – his teacher's directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely on public/private transport and for the duration of the school outing
- observe – the rules of general good behaviour

Each class may establish their own class rules or charter, through consultation and discussion within the class and they will reflect the age and maturity levels of the students in the class. These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, telling students what to do as well as what not to do. The rules will be referred to regularly and will form part of SPHE lessons.
The Student Council play an important role promoting the student voice as well as the principles of respect and good behaviour as outlined in this Code of Behaviour.

SCHOOL RULES attached (See Appendix 1)

Whole School Approach to Promoting Positive Behaviour

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organised out-of-school activity. The school values the support and co-operation of parents in promoting positive behaviour. The policy shall apply to all students during ***all*** school related activities.

It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom.

Programmes promoting positive behaviour in St. Brigid's B.N.S.

- Friends for Life
- Fun Friends
- Alert Programme
- Weaving Wellbeing
- RSE Programme
- Stay Safe Programme
- Circle Time
- Student Council
- Friendship Week
- Sports and Wellbeing Week

Staff will promote positive behaviour through a reward scheme. Such rewards may include:

- A quiet word or gesture to show approval
- A comment in a child's exercise book/ homework journal
- Stars, sticker, merits for classes
- A visit to another class, to another member of staff or to the Principal for commendation
- A word of praise in front of a group or the class
- A reward system – e.g. golden time/ homework off vouchers/ class dojo/ student of the week/ occasional treats or other incentives
- Special mention at assembly
- Delegating some special responsibility or privilege
- A mention to parents - either written or verbal communication

Teachers will use various strategies to promote good behaviour including "Golden Time", star/reward charts, merit stickers, certificates, homework passes, weekly lottery, additional yard time, group competition and other incidental means of praise or reward.

A whole school approach towards positive behaviour is promoted where classes can earn 'Gold Cards' from the Principal.
Individual pupils can earn a GREEN CARD. When the Principal or Deputy Principal '*catches an individual pupil being good'* he will receive a Green Card. When a pupil collects 3 Green Cards, he will receive a 'Homework Off Voucher' or special treat from his teacher. It will be the pupil's responsibility to hand his cards to the class teacher.

To facilitate new members of staff to become familiar with practices within the school, discussion regarding the implementation of the code will always form part of the induction of new staff members and will be mentioned at the first staff meeting held each September. A copy of the code will be included in all teachers' documents. The code will also be made available to parents on the school website www.stbrigidsbns.ie.

Whole School Approach to Applying Sanctions

Disapproval
The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to the age and emotional development of the child.

The following strategies may be used to show disapproval of inappropriate behaviour – this list is not exhaustive and is not always followed in the format listed below:

- Reasoning with pupils including advising them about the consequences of their actions
- Verbal reprimand (including advice on how to improve)
- Temporary removal from group
- Denial of participation in "Class jobs" rota
- Note in journal from class teacher to be signed by parent
- Reflection sheet
- Prescribing extra work
- Referral to another teacher
- Supervision during lunch break in designated area
- Verbal/written communication with parents/guardians
- Withdrawal of privileges
- Recording instances of repeated misbehaviour and referral to the Deputy Principal
- Daily Report Card (yellow) to be signed by parent and this card will be kept on file. (Report Card available from the Principal)
- Formal written communication with parents/guardians
- Formal meeting with parents/guardians
- Referral to the Principal and/or the Chairperson of the Board of Management
- Suspension
- Expulsion.

Some records of the sanctions mentioned above may be kept on file by the teacher.
Occasionally, other prudent, unlisted steps may be taken.
Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health and safety.

All teachers have a duty of care to all pupils in the school. Initially instances of misbehaviour will be dealt with by the teacher whose attention has been drawn to the misbehaviour. This will include children being advised about their behaviour and about how to improve. Discussion about behaviour and its consequences will form part of SPHE lessons at all class levels. Teachers will actively promote good behaviour and aim to "catch pupil being good" where they can give positive feedback, thus promoting better behaviour.
However, where these strategies have failed and where misbehaviour is more serious or persistent it will be necessary to involve others including the Principal, parents/guardians and the Board of Management. The Principal and staff may also seek assistance from NEPS (National Educational Psychological Service), SESS (Special Education Support Service), HSE (Health Service Executive) or other agencies.

Inappropriate Behaviour
In order to establish a common understanding and consistent response, the Code of Behaviour classifies behaviours into three levels based on the degree of disruption caused by the misconduct – Minor, Serious or Gross Misbehaviour. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Teachers and/or the Principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour as follows:

LEVEL ONE – MINOR MISBEHAVIOUR

Level 1: Behaviours

Level 1 behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive:

- Talking in class
- Swinging on chair
- Not paying attention
- Failure to prepare for class, forgetting necessary books or gear as defined by individual teachers
- Failure to engage in work/task assigned by teacher
- Incomplete homework on a regular basis
- Incorrect uniform
- Disorganised work area
- Out of seat
- Running/creating disturbance in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Punctuality
- Misbehaviour in school, yard and/or on school outings
- Possession of mobile phone/internet enabled devices on school premises

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Verbal reprimand/reminder(s)
- Note to parent in homework diary to be signed
- Reinforcement of alternative positive behaviour
- Temporary separation from peers, friends or others
- Prescribing additional work
- Golden Time reduced
- Mobile phone/internet enabled device confiscation, Principal is informed and returned to parent ONLY

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Discussion of behaviour with the child
- Classroom-based interventions, such as Circle Time, SPHE, or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

LEVEL TWO – SERIOUS MISBEHAVIOUR

Level 2: Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and wellbeing of the students and staff. Listed below are some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances (3 times) of Level 1, Minor Misbehaviour which have not been modified by intervention
- Intentionally damaging school or personal property
- Stealing
- Repeated verbal abuse/use of profanity
- Disrespectful language or behaviour toward an adult
- Serious Misbehaviour in school, or during fire drill and/or on school outings etc
- Use of mobile phone/ internet enabled devices in class/school

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 may include the formal notification of parents with written documentation. Some examples of Level 2 responses are:

- Reflection sheet (describing incident)
- Prescribing extra work
- Referral to another teacher
- Supervision during lunch break in a designated area
- Withdrawal of privileges
- Verbal/written communication with parents/guardians
- Recording instances of repeated misbehaviour and referral to Deputy Principal
- Daily Report Card (yellow) to be signed by parent
- Mobile phone/internet enabled device confiscation. Principal is informed and ONLY following a meeting with the Principal will the device be returned to parent.

Depending on the nature of the Serious Misbehaviour the following responses may be necessary:

- Child will be sent to the Principal
- Formal letter from school Principal informing parent of continuous misbehaviour;
- Class teacher and/or Principal will meet with one/both parents;
- Chairperson of the Board of Management informed and parents requested to meet with Chairperson or other designated Board member and the Principal.

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Team conference to include classroom teacher, other involved staff, Deputy Principal and/or Principal.
- Individual reward chart with specific desired learning/behaviour outcome
- In-class Behaviour Management Programme such as Alert/Friends Programme/Weaving Wellbeing, conflict resolution exercises etc.

An account of all incidents of serious misbehaviour will be entered on the relevant Incident Report Form and a copy given to the Principal. Teachers will take the approaches as outlined from Level 2 above, but may proceed to the following when dealing with repeated, regular occurrences of Serious Misbehaviour

- Parents will be invited to meet class teacher, the Principal and/or the Chairperson to discuss repeated incidents of serious misbehaviour.
- Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion. Following formal verbal discussions, a letter outlining items discussed will be sent to parents. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained)

LEVEL THREE – GROSS MISBEHAVIOUR

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations. These behaviours endanger the immediate health, safety and personal wellbeing of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated (3 times) or serious instances of Level 2 behaviour which have not been modified by intervention
- Bringing weapons or dangerous substances to school
- Behaviour that the school qualifies as extreme misbehaviour
- Leaving school grounds without permission
- Bullying

All incidents of bullying will be dealt with as outlined in the school's Anti-bullying policy. (See separate policy)

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour.

Level 3 responses:

- **Parents /Teacher /Principal and/or Chairperson meeting**
- **Suspension from school for one to five days:**

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

- **Suspension from school for five to ten days:**

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- **Expulsion:**

Repeated incidents of Level 3 behaviour can result in a pupil being expelled.

Before/After School

Parents are reminded that the school does not accept responsibility for pupils before official opening time of 8.50am or after the official closing time of 1.30pm (infants) or 2.30pm (all other classes)

except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times. (2020/2021 Staggered Arrival/Dismissal times due to Covid-19 restrictions. Please refer to Covid-19 Response Plan)

Misbehaviour on the Yard

Incidents of yard misbehaviour will be dealt with as follows:

The teacher on duty who notices misbehaviour will reason with the pupil/s misbehaving. If no improvement occurs the following procedure may be followed:

- Ask the pupil/s misbehaving to accompany the teacher on duty as they patrol the yard
- Impose a period of "time out" where the student will be asked to remain in a specified place until told to return to play
- Inform the class teacher (This will be by way of keeping the class teacher informed but generally will not mean the need for further sanction)
- In-class supervision where the student is not allowed on the yard for playtime.

Involving Parents in Managing Problem Behaviour

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are reviewed regularly. Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour. Parents should make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. The school will remind parents of the procedures for contacting the school at every opportunity.

Class teachers will refer to repeated incidences of minor misbehaviour on the Daily Report Card (yellow) which parents are requested to sign each evening. Parents of infants will receive a short note from the teacher. In cases where pupils are required to complete some extra work as a sanction, parents may be requested to sign the relevant work. Class teachers may occasionally request parents to visit them in school to discuss some aspect of a pupil's behaviour. The Principal may be informed of these meetings and may be invited to attend.

Where pupils are found to be involved in more serious misbehaviour the Principal may telephone or write to parents to request them to attend an informal/formal meeting at the school. Class teachers, teachers who witness misbehaviour while supervising on yard duty, the Principal and Chairperson of the Board of Management may also attend these meetings.

Managing aggressive or violent behaviour

The school recognises that occasionally students may not respond positively to the usual interventions and that they may require extra support in an effort to manage aggressive or violent behaviour. A small minority of students may show particularly challenging behaviour. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. Where the school feels the need, the support of outside agencies may be requested.

Procedures for Suspension and Expulsion

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter/email 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.

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 at the school to

meet the Chairperson, Principal and the teacher. If the parents (and the pupil – depending on the age of the child) 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 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 health and safety of pupils and teachers, the Board of Management has deferred responsibility to the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion on the matter with the parents.
Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons why they feel it is necessary to impose a further suspension. The maximum period of suspension that may be imposed is ten school days. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform TUSLA when any pupil's period of suspension equals or exceeds six school days.
When a student is suspended, the parents will be requested to remove the student from the school. The Principal will meet with the parents to outline the decision to implement the suspension and will present the parents with a written statement of the terms, duration and date of the termination of the suspension.

Removal of Suspension (Reinstatement)
Following, or during a period of suspension, the parents may apply to have the pupil reinstated to the school. The parents (and pupil) 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 pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff **and** will not have a seriously detrimental effect on the education of other pupils. The Principal in consultation with the parents, the class teacher and the pupil (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required, and will re-admit the pupil formally to the class.

Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Chairperson of the Board and the Principal.

Expulsion
The Board of Management has the authority to expel a pupil in an extreme case (e.g. where repeated incidents of serious misbehaviour interfere with the educational opportunities of fellow students or where there is a threat to the health and safety of either students or staff). Where expulsion is considered the school authorities will have tried a range of other interventions and will have formed the opinion that they have exhausted all possibilities for changing the pupil's behaviour. Where the Board of Management is of the opinion that a pupil should be expelled the Board will inform TUSLA of its decision and the reasons in writing. The decision to expel will take effect 20 days after TUSLA has received notification in writing. Where the school has expelled a pupil and all appeals processes both internal and external have been exhausted, the student's expulsion will be reported on the student absence report form.

This sanction would be imposed under the terms of the Education Welfare Act (2000).

Appeals
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. 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)

Keeping records
In line with the school's policy on record keeping, and data protection legislation, formal records in relation to pupils' behaviour are kept in a secure filing cabinet. Copies of formal communications with parents will be retained in the school. Records of more serious incidents are recorded on a specific Incident Report Form and a copy is given to the Principal. Class teachers shred personal records at the end of each year.

Procedures for notification of pupil absences from school

Parents must notify the school in writing of a student's absence and the reason for this absence.

Roles and Responsibilities

Board of Management's Responsibilities
The Board of Management is expected to

- Provide a comfortable, safe environment
- Support the Principal and staff in implementing the code
- Ratify the code
- Ensure the code is communicated to the whole school community.

Principal's Responsibilities
The Principal is expected to:
Promote a positive climate in the school

- Ensure that the Code of Behaviour is implemented in a fair and consistent manner
- Arrange for review of the Code, in consultation with the post holder, as outlined in the timetable for review.

Teachers' Responsibilities
Teachers are expected to:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year.
- Support all children, including pupils with special educational needs, in understanding and complying with school rules. Additional support from parents and external agencies may be sought
- Support and implement the school's code of behaviour having regard to decisions made on a whole school basis
- Manage behaviour within their own class and maintain discipline within common areas of school
- Be cognisant of their duty of care and ensure there is an appropriate level of supervision at all times
- Create a safe and welcoming working environment for each pupil
- Praise desirable behaviour
- Listen, at appropriate times, to pupils' explanations for behaviour
- Be consistent and fair and 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
- Report instances of Serious/Gross Misbehaviour to the Principal on an Incident Report Form.

Pupils' Responsibilities
Pupils are expected to:

- 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' Responsibilities
Parents are expected to:

- Encourage children to have a sense of respect for themselves and others and for their own and other people's property
- Ensure that children attend school regularly and punctually
- Be interested in, support and encourage their children's school work
- Ensure that children's homework is given due time and effort
- Ensure that children have a healthy lunch
- Encourage their children to practise good personal hygiene
- 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 for others and participate in the intervention process
- Communicate to the school the reasons for children's absences
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.

Reference to other Policies

Other school policies that have a bearing on the code of behaviour include

- SPHE plan
- Anti-bullying
- Admission
- Health & Safety
- Special Educational Needs

Success Criteria

This policy will be deemed to be successful when the following are observed:

- *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.*

Review

The code will be discussed at staff meetings and reviewed in three years time or sooner if deemed necessary.

Ratification and Communication

Reviewed in consultation with the school community and ratified by the Board of Management on 25th November 2020.
A copy will be shared with parents on the school website www.stbrigidsbns.ie.

Signed by Chairperson of BOM: *Seán Moran* **Date:** *25th November 2020*

St. Brigid's B.N.S.

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We request that parents read the Code of Behaviour policy of St. Brigid's B.N.S. carefully with their child/children and discuss the contents. The Code of Behaviour is available to view on the school website www.stbrigidsbns.ie.

Please sign the following undertaking and return this form to the school *prior to Admission.*
Pupils in Junior Infants will sign the Pupil Declaration at a later date.

Certificate of Co-Operation with the Code of Behaviour

The safety and wellbeing of all children attending St. Brigid's B.N.S. is of the utmost importance to us. With this in mind, a Code of Behaviour has been put in place and ratified by the Board of Management.

I confirm that I have read this policy with my child _____ and that we have discussed the contents together.

Signed by Parent/Guardian:

_____

Date: _____

Pupil's Declaration

I _____ agree to obey the rules of St Brigid's B.N.S. and I am fully committed to my school's code of behaviour.

Signed by Pupil:

_____

Date_____

Appendix 1

School Rules

For my own safety and the safety of others:

- I should be careful coming to and going from school
- I should always walk while in the school building
- I should always show respect for my fellow pupils
- I should bring a note of explanation following every absence
- I should play safely on yard
- I should never leave the school grounds without the permission of a teacher

Caring for Myself:

- I should respect myself and my property, always keeping my school bag, books and copies in good order
- I should always endeavour to have my uniform clean and tidy
- I should be in school by 8.50a.m. each day
- I should always line up at the start of the day and after play when I hear the school bell;
- I should always try to bring a sensible, nutritional lunch to school. Nuts and nut products are not permitted.
- I should always do my best in school by listening carefully, working as hard as I can and by completing my homework.

Caring for Others:

- I should be kind and respectful to teachers, other school staff, fellow pupils and visitors to the school by being mannerly and polite, by taking turns and by remaining orderly in my class and in the line
- I should listen and behave well in class so that my fellow pupils and I can learn
- I should obey my specific class rules and all rules or policies agreed by the school community
- I should always show respect for my school by being careful not to damage furniture or any part of the building or the school grounds. I should always keep my school clean by bringing unfinished food and drinks etc. home and by placing litter in the appropriate bins
- I should show respect for the property of the teachers and of my fellow pupils
- I should be truthful and honest at all times.

Bullying:

- I should never bully others. I should never allow others to bully me and if it happens I should tell my parents and my teacher. Bullying is always unacceptable
- I should tell a teacher or another adult if I feel somebody else is being bullied.

Dress Code:

- I should observe the rules regarding proper school uniform and/or official school P.E. gear. This consists of grey sweatshirt and red polo shirt both with school crest to be worn with grey trousers and black shoes on all non-sport days and full tracksuit to be worn on P.E. and swimming days.
- The wearing of jewellery in school is not allowed on health and safety grounds.
- Hair dye is not allowed.

Mobile Phones and Internet Enabled Devices:

- All mobile phones and personal internet enabled devices are **strictly prohibited** by order of the school's Board of Management.