Kilcoole Primary School Code of Conduct

Introduction

Kilcoole Primary School's Code of Conduct is the result of the ongoing consultation and collaboration between the Principal, staff, parents, and Board of Management. It was formulated from December 2009 to May 2025 in the light of 'Developing a Code of Behaviour – Guidelines for Schools', issued by the National Educational Welfare Board (NEWB) and 'Bí Cineálta- Procedures to Prevent and Address Bullying Behaviour in Primary Schools 2024'. The Board of Management, the parents, the pupils and the school staff were all actively involved in formulating the code. This will ensure a whole school community approach to behaviour in our school. The code is reviewed every second year.

In drawing up the code, consideration has been given to the particular needs and the circumstances of the school and our pupils. The aim of the code is to ensure that the individuality of each pupil is respected, while acknowledging the right of each pupil to education in a relatively disruption free and safe environment.

In the code "the principal" refers to the Principal of Kilcoole Primary School and the "Board of Management" refers to the Board of Management of said school. When the term "parents" is used it denotes the parents or legal guardians of the child.

Relationship to Catholic ethos of the school

Our Code of Conduct relates to the mission statement of Kilcoole Primary School in that, as a Christian community, we wish the school to be a welcoming, organised environment, respectful of diversity in race, culture, religion and gender where the intellectual, spiritual, physical, moral and cultural development of each pupil is nurtured.

Aims

To promote good behaviour in our school

To allow the school to function in an orderly and harmonious way

To enhance the learning environment where children can make progress in all aspects of their development

To create an atmosphere of respect, tolerance and consideration for others

To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences

To ensure the safety and 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 Conduct 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

Attendance

If a child is absent, **a written note** explaining the reason for the child's absence must be given to the class teacher ,**when the child returns to school**. Parents are asked to plan family holidays around the school holiday calendar issued by the school. It is inadvisable for students to miss time out of school term due to holidays. If a child is absent for 20 days the school is legally mandated to inform

Tusla. In the event of a child missing 20 days from school, parents will be informed of this in writing.

Removal of pupils from school during the school day.

Parents who wish to collect their child from school during the school day must first present to the

secretary's office to sign their child out of school. The secretary will get the pupil from the classroom. Pupils must be signed in by their parents if they return to school having been signed out earlier by their parents. Secretaries are on their break from 12.30-1pm so please sign children out before or after this time. We regret the inconvenience caused but this is a necessary child protection strategy to protect all.

Strategies to affirm and promote positive behaviour

Promoting good behaviour is the main goal of our code. All staff actively support our school ethos which emphasises care, respect and responsibility.

There are good relationships between teachers, parents, and pupils and a happy school atmosphere.

Good school and class routines are in operation. Core routines necessary for the smooth running of classroom learning are clearly established e.g. entry to the classroom, settling down after break times, noise levels for pair/ group work, etc.

Teachers develop clear and simple classroom rules in discussion with the children and display rules in classroom. Each class will agree five to seven rules based in terms of observable behaviours.

Teachers use a classroom management plan to promote positive behaviour. This includes the class rules, the agreed reward system and the consequences that apply when a child fails to adhere to the rules.

Parents are welcome in our school and staff will consult with them where necessary. We request that parents ring the school secretary and make an appointment to see the class teacher or the principal if they have concerns about their child's behaviour or progress.

Teachers ensure that the class timetable is as varied as possible and present a balanced and interesting educational programme for the pupils.

Children are aware that misbehaviour and failure to adhere to school and class rules will incur clear, consistent consequences.

Social, Personal and Health Education is used as a structure within which to address the teaching of social skills, self-esteem, respect and care for others.

Rewards and praise

Our school places greater emphasis on rewards than on sanctions in the belief that this will, in the long term, give best results. Our approach to rewards and praise include the following:

A quiet word or gesture to show approval
A comment in a pupil's exercise book
Stickers, smiley faces, ink-stamps and/or stars on pupils work
A visit to a staff member/ principal for commendation
A word of praise in front of a group or class
Awarding with a special responsibility or privilege
Informing parent - written/oral communication

Rewards should be closely linked in time to the behaviour that is being rewarded. They will focus on effort and not solely on achievement. Rewards must avoid unhelpful competition and must be seen as attainable by all. It is necessary to ensure that praise is sensitive to the age and personality of the child as some may be embarrassed by public praise. A variety of rewards will be implemented to suit various ages and interests. Class rewards will encourage team spirit, a positive group identity and foster cooperative behaviour.

The standards expected in the Code of Conduct apply in any situation where pupils are the

responsibility of the school staff. These include school trips, swimming, going to and from the church, fieldtrips and after school games.

Adults in our school community
All adults working and visiting the school are expected to work within an atmosphere of mutual respect. This atmosphere should permeate the school. It is expected that all staff, parents and visitors will interact in a polite, respectful and friendly manner. They are expected to model high standards as their example has an important influence on the children.
All adults must adhere to this school's Child Protection Policy.

Pupils
In order to create an ordered and orderly environment in which pupils can feel safe and learn every pupil is expected to:

Show respect for self and others
Show kindness and willingness to help others
Show courtesy and good manners
Show fairness and forgiveness
Do their best in class
Keep the rules
Help create a safe, positive environment
Attend school regularly and punctually

Our school rules reflect these standards.

SCHOOL OPENS AT 9.20AM- staggered entry/ exit times to ensure safety
SCHOOL CLOSES AT 2PM- INFANTS
3PM- 1ST-6TH CLASSES

SCHOOL RULES

ALWAYS TRY YOUR BEST
TREAT ALL PEOPLE WITH RESPECT
DO WHAT YOU ARE ASKED BY ALL MEMBERS OF STAFF
TREAT ALL PROPERTY WITH RESPECT
BE PREPARED. BE IN THE RIGHT PLACE AT THE RIGHT TIME.

YARD RULES

INCLUDE EVERYONE AND CARE FOR OTHERS IN THE YARD
STAY IN YOUR ZONES
DO WHAT YOU ARE ASKED BY ALL MEMBERS OF STAFF
ROUGH PLAY, EXCLUSION OF PEERS AND NAME CALLING ARE NOT ALLOWED
ALWAYS TELL IF THERE IS A PROBLEM
KEEP THE RULES OF THE GAME
LINE UP SAFELY AND ON TIME WHEN THE BELL RINGS

Misbehaviour and sanctions
It is important to emphasise that the lists below are not exhaustive and that other types of misconduct exist that may require further/alternative correction or disciplinary action.

Minor Misbehaviour
Interrupting class work
Being discourteous, unmannerly or back-answering to any member of the school community
Not completing homework without good reason
Wearing incorrect uniform/shoes
Wearing make-up, unnatural hair colours, nail varnish, false nails, tattoos and/or unnecessary jewellery

Serious Misbehaviour
Regularly disruptive in class and/or regularly preventing others from learning
Endangering themselves or others
Regular acts of unkindness to any member of the school community
Bullying (policy outlined within)
Wilful damage to school or other pupil's property
Using unacceptable language including verbal abuse or racial remarks
Bringing weapons to school or using objects as weapons in school
Making threats of physical violence to any member of the school community
Stealing/ intentional taking of items(interpreting misbehaviour as"stealing" will relate to the age of the child)
Consistently back- answering a staff member
Leaving school premises during the school day without following the proper procedures
Deliberately refusing to cooperate with instructions or advice
Substance abuse. If your son/daughter is on medication please make an appointment to discuss the matter with the Principal. No medicines can be administered in school unless parents/ guardians have filled out the necessary Administration of Medications Contract. In certain circumstances it may be necessary for parents to come to school to administer medication.
Using mobile phone during school hours

Strategies for dealing with misbehaviour.
This school uses a staged approach in dealing with misbehaviour. Pupils are given every opportunity to change their behaviour. If pupils are disruptive in class the following steps are taken:

1. **ORAL WARNING-** Teacher will remind pupil of class rule.
2. **WRITTEN WARNING/WITHHOLDING OF MINOR PRIVILEGE-** Pupil will have a reward withheld(rewards will be age appropriate).
3. **SEPARATION FROM PEERS-** Time out within the classroom.
4. **SEPARATION FROM CLASS** -Time out to another classroom/ SET with assigned work. Note in journal from teacher, to inform parents, must be signed by parents.
5. **DETENTION-** Pupils will be detained at lunchtime or from a fun activity to complete assigned work . Teacher will inform parents with note in journal.

Other sanctions
Loss of major privilege
Meeting with parents and/or other agencies
Out of school detention- parents must collect pupils from out of school detention
Suspension
Expulsion
Should disruptive, aggressive or inappropriate behaviour persist the teacher will seek the assistance

of the principal/ resource teacher. Pupils who are a health and safety risk will be sent home with parent/guardian to diffuse the situation.

Teachers will act in **loco parentis** i.e. they will act as a reasonable parent would to deliver an education to the pupils in their care in a safe environment.
Class teacher/teacher on duty will document and deal with unacceptable behaviour/ accidents/ incidents in school answering- What happened? Where did it happen? When did it happen? Who was involved? Why did it happen? Parental input will be sought when/where appropriate. The deputy principal and/or principal and/ or B.O.M. will only be involved if the incident is unresolved or deemed serious.

Pupils with additional needs
Pupils with additional needs will be required to follow the school's Code of Conduct but teachers will use their professional judgement in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanours, they will also show leniency and understanding in relation to children with specific learning/behavioural/emotional difficulties. Parents of these children will be kept informed of their child's behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to improve his/her behaviour. This may involve working and co-operating with a Special Needs Assistant (SNA), if an SNA is deployed to assist a pupil/class, and/or agreeing a Personal Pupil Plan. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies as mentioned above.

Suspension Policy

The Board of Management has the authority to suspend a pupil, once a thorough investigation has taken place and they are satisfied that the pupil has had a fair hearing and the health, safety and educational needs of the school community have been met. The Board of Management will delegate the right to suspend to the principal on a case by case basis only. In exceptional circumstances, the Principal may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils, staff or others in the school. Normally other interventions will have been tried before suspension but a single incident of misconduct may be grounds for suspension.

Grounds for suspension for a first offence
(1) Sexual assault.
(2) Possession or supply of illegal drugs to other pupils in the school.
(3) Actual violence or physical assault or verbal abuse.
(4) Serious threat of violence against another pupil or member of staff.
In line with 'Children First: National Guidance for the Protection and Welfare of Children' breaches of offences 1-4 will be reported to Gardaí.

Grounds for suspension
(1) The pupil's behaviour is a cause of significant disruption to the learning of others and the teaching process.
(2) The pupil's continued presence in the school constitutes a real and significant threat to safety.
(3) The pupil is responsible for serious damage to property.

Factors to consider before proposing to suspend a pupil
The nature and seriousness of the behaviour

The context of the behaviour
The impact of the behaviour
The interventions to date
Whether suspension is a proportionate response
The possible impact of suspension

Rolling Suspension
A pupil may be suspended again shortly after they return to school if :
they engage in serious misbehaviour that warrants suspension
fair procedures are observed in full and
the standard applied to behaviour is the same as the standard applied to the behaviour of any other student
Parents will be informed by phone or in writing depending on the seriousness of the matter. The health and safety of the whole school community, suspended pupil inclusive, will be considered when suspension is deemed necessary.
A student will not be suspended for more than three days initially except in exceptional circumstances.
Longer periods of suspension may follow if pupils continue to engage in disruptive, dangerous or inappropriate behaviour.

Appeal
Where the total number of days for which the student has been suspended in the current school year reaches 20 days or more the parents may appeal the suspension under Section 29 of the Education Act 1998.
In a case where a principal suspends without support of the Board of Management the parents may appeal the suspension to the Board of Management.

When a pupil is suspended the school will outline in writing the following details of suspension:
The period of suspension and the dates on which the suspension will begin and end
The reasons for suspension
Any study programme to be followed
The arrangements for returning to school, including any commitments to be entered into by the student and their parents
The provision for an appeal to the BOM
The provision for an appeal to the Secretary General of the Department of Education and Skills.
The student will be given the opportunity and support for a fresh start on their return to school after suspension and regular contact with parents will be made via homework journal and/or phone.
Regular meetings with parents and /or a behaviour contract will be put in place if deemed necessary.
Written records will be kept on pupil's file and in School Discipline Book.
The principal will report suspensions to BOM at the earliest stage possible. Reasons for and duration of suspension will be reported.
The principal is required to report suspension in accordance with NEWB reporting guidelines.

Expulsion Policy

The sanction of expulsion will be only be used in exceptional circumstances. The authority to expel will be reserved for the Board of Management and will not be delegated.

Grounds for expulsion for a first offence

(1) Sexual assault.
(2) Supplying illegal drugs to other pupils in the school.
(3) Actual violence or physical assault.
(4) Serious threat of violence against another pupil or member of staff.

In line with Children First Guidelines breaches of offences listed 1-4 will be reported to Gardaí and Duty Social Worker.

Grounds for expulsion
(1) The pupil's behaviour is a persistent cause of significant disruption to the learning of others or the teaching process
(2) The pupil's continued presence in the school constitutes a real and significant threat to safety
(3) The pupil is responsible for serious damage to property

Factors to consider before proposing expelling a pupil
The nature and seriousness of the behaviour
The context of the behaviour
The impact of the behaviour
The interventions to date
Whether expulsion is a proportionate response
The possible impact of expulsion

Procedures in respect of expulsion
(1) A detailed investigation will be carried out under the direction of the Principal.
(2) Recommendations will be made by the Principal to the B.O.M.
(3) B.O.M. will consider Principal's recommendations and will hold a hearing if they feel expulsion is warranted.
(4) Parents and Principal state their cases at hearing. B.O.M. deliberate and proposes action following the hearing.
(5) Consultations re future education of pupil will be arranged by Educational Welfare Officer.
(6) Confirmation of the decision to expel will be given in writing to the parents. Parents have the right to appeal.

Fairness of Procedures
Where the B.O.M. decides to consider expelling a student, it must hold a hearing. At the hearing the Principal and the parents put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. Parents may wish to be accompanied at hearings and the Board should facilitate this.
After both sides have been heard the Board should ensure that the Principal and parents are not present for the Board's deliberations.
A student cannot be expelled before the passage of twenty school days from the date on which the Educational Welfare Officer receives written notification of the Board's deliberations and intention to expel.
The Board will inform parents in writing about the hearing's recommendations and the next steps in the process. Where expulsion is proposed parents will be advised that the Education Welfare Officer has been notified.
A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science. (Section 29 Appeals)

Anti- Bullying Procedures

Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

Types of Bullying:
Bullying can take many forms. Most prevalent among these are:
Physical aggression
Damage to property
Extortion
Intimidation
Abusive telephone calls or texts
Isolation
Name calling
Cyberbullying

Aim of procedures:

1. To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
2. To raise awareness that bullying is unacceptable in this school.
3. To ensure comprehensive supervision and monitoring measures exist through which all areas of school activity are kept under observation.

Procedures for noting and reporting incidents of bullying behaviour:
Reports of bullying will be noted, investigated and dealt with by teachers. In this way pupils will gain confidence in disclosing incidents of bullying behaviour. This is not "telling tales". Serious cases of bullying behaviour will be referred immediately to the Principal. Parents or guardians of victims and bullies will be informed by the Principal earlier rather than later so that they are given the opportunity to discuss the matter. Non – teaching staff are encouraged to report to the Principal any incidents of bullying behaviour witnessed by them. In case of a complaint regarding a staff member, this should normally be raised in the first instance with the staff member in question and then with the Principal. Where cases relating to either a pupil or a teacher remain unresolved at school level, the matter should be referred to the Board of Management. From this stage onwards the procedures which have been agreed by the partners in education will be followed.

Procedures for investigating and dealing with bullying behaviour:
1. Teachers will take a calm and unemotional approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians.
2. Following an incident of bullying, the teacher will speak separately to the pupils involved in an attempt to get both sides.
3. Interviews will be conducted with sensitivity and with due regard to the rights of the pupils involved. Pupils who are not directly involved can also provide very useful information in this way.
4. When analysing incidents of bullying behaviour the teacher will seek answers to questions of what?, where?, when?, who? and why? in a calm manner, setting an example in dealing effectively with conflict in a non-aggressive manner.
5. If a group is involved, each member of the group will be interviewed individually. The group may also be interviewed together. Each member will be asked for his account of what happened to ensure

that everyone is clear about what everyone has said.
6. If it is concluded that a pupil has engaged in bullying behaviour, it will be made clear to them how they are in breach of school rule no.2 and the teacher will try to get them to see the situation from the victim's point of view.
7. Teachers who are investigating cases of bullying behaviour will keep a record of their discussions with those involved.
Pupils may also be asked to write down their own account of the incident.
8. In cases where it has been determined that bullying behaviour has occurred a meeting with the parents/guardians of the two parties may be arranged to (i) explain the actions being taken and the reasons for them, and (ii)to discuss ways in which they can reinforce or support the actions taken by the school.
9. Follow –up meetings may also be arranged.

Bullying is a feature of our society. We have no direct control over what happens outside the school boundaries. This school can only investigate alleged incidents of bullying behaviour which occur during school hours on school property or on a school outing.

Child Protection Policy
This school follows Children First: National Guidance for the protection and welfare of children 2017 and the Child Protection Procedures for Primary and Post- Primary Schools 2017 from the Department of Education and Skills.

Designated Liaison Person (DLP)
The Principal will act as DLP .The Deputy Principal shall act as Deputy DLP in one building and the Assistant Principal will act as Deputy DLP in the other building. The DLP has specific responsibility for child protection and will represent the school in all dealings with HSE, An Garda Síochána and parties involved in each case of concern. All matters pertaining to the process or investigation of child abuse should be processed through the DLP. Further information on the responsibilities of the DLP is in 'Child Protection Guidelines and Procedures'- Dept. of Education and Skills (DES). Action will be taken by the DLP in cases where there are reasonable grounds for suspicion or where an allegation has been made are in DES Guidelines.

Action taken by DLP
If a school employee and the DLP are satisfied that there are reasonable grounds for suspicion or allegation, the DLP should report the matter to the relevant HSE authority immediately. Phone contact should be made with the duty social worker first and then the standard HSE Form for reporting child protection and/or welfare concerns should be filled out . A copy of this form is in Children First: National Guidance for the protection and welfare of children 2017. If possible the DLP should make every effort to speak to a social worker to seek advice on the child protection issue of concern at the earliest opportunity. If the DLP is unsure of what action to take the Duty Social Worker will advise on the matter over the phone. In the event of an emergency or the unavailability of HSE staff the report should be made to An Garda Síochána. This may be done at any Garda Station.
All staff working in the school must be Garda vetted. SNAs, caretaker and secretary are vetted via Archbishop's House. Teaching staff are vetted by the Teaching Council. All visitors to the school are supervised by class teachers / SNA/ Secretary in all dealings with children in the school. All classrooms and learning support rooms have glass panels on the doors and/or windows to protect pupils and staff.

Peer abuse

General Guidelines:
In a situation where child abuse is alleged to have been carried out by another child, child protection procedures should be adhered to for both the victim and the alleged abuser- there are child protection issues for both children involved.
All abusers must be held accountable for their behaviour and work must be done to ensure that abusers take responsibility for their behaviour and acknowledge that the behaviour is unacceptable.
If there is any conflict of interest between the welfare of the alleged abuser and the victim, the victim's welfare is of paramount importance.
Abusive behaviour which is perpetrated by children must be taken seriously and it is important that such cases are referred to the HSE.

Written reports
It is recommended that all reports should include as much as possible of the information sought in the Standard Reporting Form. When a report is made to the HSE, the Chairperson of the B.O.M. should be informed. The parents of the child should be informed that a report is being made to HSE even if they are implicated in the report. However, if it is felt that this poses a danger to the victim, advice on the procedure to follow should be sought from the duty social worker.

Confidentiality
All information regarding concerns of possible child abuse should be shared on a need to know basis in the interest of the child. The test is whether or not the person has any legitimate involvement or role in dealing with the issue.

Stay Safe Programme
The Stay Safe Programme is taught to all pupils in the school at several stages in their development. Teaching staff ensure Stay Safe course content is age appropriate.

Success criteria Practical indicators of the success of the policy include:
- A happy and caring school environment
- Positive feedback from teachers, parents and pupils
- Observation of behaviour in class rooms, corridors and the yard

Keeping records
A copy of end of year reports is kept on file for all pupils.
Results of standardised tests are in locked storage in principal's office and in locked cabinets in learning support/resource rooms.
Each pupil has a file containing examples of their work, test results, attendance record etc. These are stored in a locked filing cabinet.
Individual assessments from outside agencies are kept in pupil's own file in locked storage in principal's office.
Notable incidents which occur during break times are recorded in Discipline book.
Letters re behaviour sent to parents are on Aladdin or copies kept in pupil's personal file in locked storage in principal's office. Correspondence relating to suspension/expulsion are stored there also
Correspondence between parents and teacher in journal may be copied and stored in pupil's personal file.
Correspondence relating to absence is stored on Aladdin.
Special Educational Needs notes will be kept in Special Educational Needs Book in office and/or pupil's file and locked in principal's office.
Notes relating to Child Protection will be kept in Designated Liaison Person's book and locked in principal's office.

Documents relating to Section 29 appeals will be kept locked in principal's office.

Communicating and implementing the code
All parents will be issued with a copy of the Code of Conduct.
Teaching staff will endeavour to ensure that all parents can access and understand the code.
Special effort will be made to ensure that pupils with special educational needs understand the school rules, the reward systems and the consequences of misbehaviour. SPHE lessons, DVDs and role play may be used to ensure these pupils understand cause and effects of behaviour. Teachers will teach the Code of Conduct to pupils in an age appropriate manner.

Understanding behaviour
The staff of Kilcoole Primary School is aware of the factors that affect behaviour. These factors include external and interpersonal factors such as family patterns and relationships, peer groups/friends, neighbourhood and community factors. Personal factors such as age and stage of development, social skills, personality and temperament, ability to learn, physical and medical characteristics also affect behaviour. The staff believes that pupil's behaviour can change and will endeavour to assist pupils to modify their behaviour.

Interventions and supports - options
Classroom management plan as agreed with all students at start of year.
Social skills programme, promotion of friendship and self-esteem as part of S.P.H.E.
Supervising activities at yard/lunch time.
Use a behavioural checklist eg NEPS booklet "Special Educational Needs- A Continuum of Support".
School Support/Behaviour Plans may be put in place if pupil's challenging/ disruptive behaviour requires intervention. The plan will focus on a small number of targets. The pupil is central to the drawing up of the plan under the advice and direction of a teacher in consultation with parents.
For pupils who exhibit particularly challenging behaviour, outside agencies will be consulted eg National Psychological Service (NEPS), Special Education Support Service (SESS), HSE Community Psychological Service, National Council for Special Education, Lucena Clinic.
The Board of Management will monitor class size and its impact on student behaviour and classroom management.

Procedure for resolution of complaints
Complaints are resolved under guidelines laid down in the Catholic Primary Schools Management Association Handbook.
Stage 1
Parent/ Guardian should go to class teacher to resolve complaint.
If unresolved, complaint should be referred to the Principal.
If complaint is still unresolved the matter should be referred to the Chairperson of the Board of Management.
Stages 2, 3, 4,and 5 of complaints procedure are available on CPSMA website, from the Principal and/or Chairperson of Board of Management.

Roles and Responsibilities

The Teaching Staff:

To supervise the pupils in their care
To co-ordinate, monitor and implement the policy in partnership with parents
To model positive behaviour
To manage the classroom in such a way that children are positively engaged and supervised
To involve pupils in drawing up classroom rules
To teach the rules in a way that is age/ability appropriate
To display rules in classroom
To communicate issues of concern to parents/guardians via homework journal

The Ancillary Staff:
To model positive behaviour
To encourage pupils to follow rules and report to teaching staff when rules are broken
To prioritise health and safety and report dangerous/rough/unkind behaviour
To co-operate with implementation of the code

Parents/Guardians:
To co-operate with school in the implementation of this and all other policies
To encourage pupils to keep the school rules
To model positive behaviour
To ensure pupils attend school punctually and regularly
To provide school with written explanation of dates and reasons for all absences on pupil's return to school and to furnish school with a phone number that will access parent/ guardian in the case of an emergency
To attend a minimum of one parent- teacher meeting annually
To pack a nutritious lunch for their child daily
To support their child to complete their homework and sign their homework journal when homework is completed
To ensure their child wears the correct school uniform and appropriate footwear to school daily
To ensure pupils with long hair tie it up at all times
To take responsibility for their child's conduct and safety outside of school hours
To keep channels of communication with class teacher open via homework journal
To encourage their child to tell staff about anything that upsets them during the school day as soon as the incident occurs (bullying prevention strategy)

IMPLEMENTATION DATE: 1st October 2026
TIMETABLE FOR REVIEW: Every two years.
RATIFICATION AND COMMUNICATION
Ratification by Board of Management: 28th September 2026
Circulated to staff annually in September.
Circulated to all parents/guardians on enrolment.
Signed on behalf of Board of Management by Chairperson Michael Geaney