

St. Brigid's Boys' National School

Code of Behaviour

2026 / 2027

Document Review Schedule

Ratified Date	Signed by	Next Review Due
21/09/2026	Nick Baird (BOM Chairperson) Stephen Flood (Acting Principal)	September 2027

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Introductory Statement

This Code of Behaviour has been devised by the School Management team in consultation with all staff members, the members of the Board of Management and the Parents Association. It was devised originally in 2012. It is reviewed in line with our Bí Cineálta Policy on a yearly basis.

Rationale

This policy was reviewed in line with the legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB (National Education Welfare Board), 2008* and the Education Welfare Act, 2000. The Code of Behaviour specifies:

- 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.
- The procedures to be followed in relation to a child's absence from school.

Ethos and Vision Statement of St. Brigid's BNS

St Brigid's BNS seeks to enable each child to develop his full potential in a caring environment where the talents of each child are nurtured and valued. Our code of behaviour reflects the vision of the child at the centre of the learning process and we hope to ensure that each child is provided with experiences that are relevant and age appropriate to his needs in a disruption free environment. 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 acts. The code will be most effective where there is a high level of openness and cooperation 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 helps ensure a harmonious environment where all can work effectively. Our Dignity at Work Policy underpins all our interactions within our school community.

Aims

In devising this code, consideration has been given to the particular needs and circumstances of our 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 good place for teaching and learning. Every effort will be made by all members of staff to adopt a positive and restorative approach to the behaviour in the school and the overriding aims will be:

- To help create a positive learning environment in which every pupil can benefit from school.

- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences.
- To create an atmosphere of respect, tolerance and consideration 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 cooperation if their child has engaged in concerning behaviour. By using a Restorative approach, we can help the child to reflect on the behaviour, acknowledge any harm done and talk about possible solutions to improve and rectify the situation.
- To ensure that the system of rules, rewards and sanctions are implemented in a fair, proportionate, appropriate and consistent manner throughout the school.

Promoting a Happy School

Encouraging high standards of behaviour among pupils, and creating and maintaining an orderly atmosphere for learning in the school involves a whole school approach. Teachers explain the code of conduct on a regular basis, teaching children the importance of respect for self and others. This results in positive relationships between teachers and pupils, leading to effective teaching and learning. Good behaviour is affirmed at school assemblies through the recognition of positive contributions and gentlemanly behaviour.

Guidelines for Behaviour in the School

The school recognises the variety of differences that exist between children and the need to be respectful of 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 cooperation 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, proportionate, appropriate and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits. The overriding principle governing this code is respect – respect for ourselves and others and their property. The school expects the highest standard of behaviour from its pupils including the following:

- Each pupil is expected to be well behaved and show consideration for other children.
- Each pupil is expected to show respect for the property of the school, their own and other children's belongings.
- Each pupil is expected to attend school on a regular basis and to be punctual.
- Each pupil is expected to do his best both in school and for homework.
- St. Brigid's BNS expects that outside of school time, when in school uniform, the pupils will behave in a manner which reflects the Code of Behaviour.

The school has expanded on these principles to outline our "School Rules". Our School Rules apply to behaviour in class, behaviour in the playground/yard, behaviour in the school environment, and completion of homework.

Restorative Practice is one approach that is utilised by our school. Restorative practice provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice

is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. Where a breakdown in good relations occurs, the school will use restorative practice involving all parties affected to help repair the harm done.

Restorative Questions to respond to Challenging Behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

To help those harmed by other actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

School Rules and Expectations:

Rules regarding Behaviour in Class:

- Pupils are expected to respect the right of other pupils to learn and to avoid disrupting the work of the classroom.
- Pupils are expected to have respect for their teachers and follow instructions given by them.
- Pupils are expected to go to and from their classroom in an orderly manner. Running is not allowed at any time in classrooms or corridors.
- Pupils are expected to show courtesy and respect towards other pupils and staff members.

Rules regarding Behaviour in the Playground:

- Pupils are expected to have respect for the person and property of others.
- Pupils are expected to avoid rough play and bullying (both verbal and physical).
- Pupils are expected to obey signals at the end of break and line up in designated areas.
- Pupils are only permitted to re-enter the school premises during break with the teacher's permission
- Pupils are forbidden to climb walls, fences and/or gates.
- Bad language will not be tolerated in the playground.
- Pupils must remain in their own designated yards

Rules regarding Behaviour in the School Environment:

- Pupils are expected to move about the school in an orderly manner
- Pupils shall not remain on the school premises after approved school activities are finished.
- Pupils are expected to show respect for school property.
- Pupils are expected to come to and from school with due care for other pupils, for property, for traffic and pedestrians.They must dismount bikes before entering the school grounds.
- Pupils are expected to bring a healthy, nutritious lunch as per the school's healthy eating guidelines – all food packaging, wrapping and leftovers are taken home with pupils. No waste items, with the exception of tissues, are disposed of on the school premises.

Rules regarding Attendance at School

- Pupils are required to be regular in their attendance at school.
- After a pupil has been absent, parents must upload the reason for absence on Aladdin.
- Parents may phone the school office to explain an absence if the child is to be out of school for a number of days.
- Parents are required to explain absences to the school as the Principal is required by law to report such absences to the National Educational Welfare Board.
- Pupils are expected to be on time for school each day and, in the event of a late arrival, bring a note to the teacher.
- Mitching from school is considered a serious offence and is reported to parents / guardians and to the NEWB.
- Pupils are not permitted to leave the school premises for any reason during the school day, unless collected by parents or guardians.
- The collecting adult signs the child out at the office.

Rules regarding Homework:

- Homework consolidates work already done in school. It is given on a regular basis and pupils are expected to complete it neatly.
- Parents / guardians are requested to ensure that homework, written and oral is completed. They are requested to check and sign the journal nightly.
- If for some reason homework cannot be completed then a signed note stating this should be sent to the class teacher.
- In the event that classroom based learning is interrupted (for the whole school or an individual pupil) it is expected that work set by the class teacher and SET teacher (if applicable) is completed during set timelines, subject to reasonable circumstances.

Rules regarding Misc. items:

- Pupils are expected to wear their full school uniform.
- The use of mobile phones or other electronic devices (including smart watches and wearable technology) is not permitted (see Policy regarding Mobile Phones).

- All school rules must be adhered to when on school trips, outings, representing the school at sporting events etc.
- Pupils should be kind and respectful to teachers,school staff and fellow pupils.

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules will be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. 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. Rules will be applied in a fair, proportionate, appropriate and consistent manner, with due regard to the age of the pupils and to individual differences and to any diagnosis or physical or neurodiversity. Where difficulties arise, parents will be contacted at an early stage.

We strongly believe that no pupil has the right to deny any other pupil the opportunity to reap the full benefit from his education.

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. Senior students have a role to play in modelling good behaviour. The school values the support and cooperation of parents in the promotion of this strategy. This policy shall apply to ***all*** students during ***all*** school related activities.
The NCSE Programme Relate is a ***'Regulation First'*** approach to reframing behaviour and supporting student engagement and participation. This Academic Year, we will be engaging with an advisor from the NCSE to incorporate this into our whole school approach to promoting positive behaviour.

Reward Systems

It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. We aim to help children achieve their personal best – academically, intellectually and socially. A copy of the code will be available on our school website and is included in all teachers' documents. A copy of the code will also be shared with parents/guardians whenever they enrol a child in the school.

Strategies to Promote Positive Behaviour

We use the following strategies to acknowledge and promote Positive Behaviour:

- A quiet word or gesture to show approval.
- A comment in a child's exercise book.
- 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 class.

- Whole School approach to rewarding good behaviour - The Principal's Weekly Raffle.
- A classroom reward system – student of the week/occasional treats; certificate at Assemblies
- Special mention or announcement on intercom.
- Delegating some special responsibility or privilege.
- A mention to parents/guardians – either written or verbal communication.

Disapproval

The nature of the behaviour of concern and the age of the child will determine the nature of the strategies employed. Please see the Sanctions section of this Policy for further information. Initially instances of misbehaviour will be dealt with by the class teacher. This will include children being advised about their behaviour of concern and about how to improve. Teachers can use a problem solving approach in generating solutions and strategies with the pupil.
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 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 National Educational Psychological Service (NEPS), NCSE, Health Service Executive (HSE) or other agencies.

Changing behaviour

It is important that teachers believe that students' behaviour can change and know what they can do to make this more likely. With a good understanding of behaviour in general, and with accurate observation and good analysis of particular behaviours, teachers can influence some of the factors involved in helping students to manage or change their behaviour.

Those factors include:

- motivation
- goals
- skills
- previous experience of trying to change, especially experience of success
- parental, family, teacher or other adult and peer support
- incentive/reward.

Standards of behaviour should reflect values such as:

- respect for self and others
- kindness and willingness to help others
- courtesy and good manners
- fairness
- readiness to use respectful ways of resolving difficulties and conflict
- hygiene, handwashing etiquette and physical distancing
- forgiveness.

Classification of Misbehaviours:

Misbehaviour falls into one of three categories – minor, serious or gross. 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:

Minor Misbehaviour:

The following are examples of minor misbehaviour:

- interrupting class work.
- running in the school building.
- littering around the school.
- being discourteous or unmannerly, not completing homework without good reason (to include a note from a parent/guardian).
- inappropriate behaviour or gestures.
- name calling.
- minor infringement of the school rules.
- talking out of turn.
- not wearing the correct uniform.
- telling lies.
- inappropriate use/ behaviour in school toilets.
- misbehaviour in the yard (misbehaviour in the yard consists of any action that puts the safety of self/other pupils at risk).

Serious Misbehaviour:

The following are examples of serious misbehaviour:

- Persistent, repeated and targeted instances of all minor misbehaviours.
- constantly disruptive in class.
- telling serious lies.
- blackmail.
- stealing.
- persistently not working to full potential.
- damaging others' property.
- bullying/ cyber bullying.
- answering back to the teacher.
- continuously not completing homework.
- deliberately endangering/injuring self or fellow pupils in the class or the yard.
- targeted aggressive behaviour.
- using unacceptable language.
- inappropriate use of the internet.

- deliberate, continual disobedience.
- spitting at others.
- bringing age inappropriate material to school.
- sending inappropriate text/email messages to a member of the school community
- use of mobile phones/ ipads or other such devices during school time.
- any form of bullying.
- leaving school premises during the school day without permission.

Gross Misbehaviour

The following are examples of gross misbehaviour:

- repeated instances of all serious misbehaviour will be classified as gross misbehaviour.
- bringing weapons or dangerous substances to school.
- smoking, engagement with drugs or alcohol.
- persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate.
- vandalism of school property or property of a member of the school community e.g. setting fire to school property, purposely activating school fire alarm, tampering with fire safety equipment such as hoses, extinguishers etc.
- aggressive, threatening or violent behaviour towards a member of staff or a pupil.
- assault.
- recording teachers or peers on a mobile device.
- repeated incidents of cyberbullying or bullying.

Sanctions

Minor Misbehaviour:

Teachers will take the following actions at their own discretion when dealing with Minor Misbehaviour:

- reasoning with the pupil.
- verbal reprimand.
- withdrawal of certain class privileges.
- time out in the classroom or yard (Age appropriate including advising children about reflecting on their behaviour).
- instances of yard misbehaviour in the incident book and informing the class teacher.
- The child is asked to apologise.
- note in journal from class teacher to be signed by parent or parents will be informed verbally of incident(s) of misbehaviour either in person or by phone.

Regular occurrences of Minor Misbehaviour will be dealt with as follows, using one or more strategy:

- temporary separation from peers (within the classroom).
- withdrawal from class and sent to another teacher/classroom during privileged activity.
- prescribing extra work e.g. writing a story of what happened and giving an explanation as to why it is unacceptable, writing relevant school rules to upper limit of 20 times, reflection sheet (describing incident) or letter of apology. All additional work to be signed by parents/teacher/student (kept on file by teacher).

The class teacher may request the support of the Principal/Deputy Principal at this stage at their own discretion. Repeated instances of minor misbehaviours which are not solved using the

above steps may then be treated as serious.

Serious Misbehaviour:

Teachers will take actions as outlined for repeated instances of minor misbehaviours above, but depending on misbehaviour may proceed to the following actions when dealing with Serious Misbehaviour:

- not representing school teams at events/competitions.
- The child will be sent to the Principal.
- an account of all incidents will be entered in the relevant Incident book/Teacher's Journal/Incident Report Form.
- phone call/note from the school Principal informing the parent of misbehaviour.
- class teacher or yard duty teacher and 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.

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. 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).

Gross Misbehaviour

Teachers will take the following steps when dealing with Gross Misbehaviour:

- The Principal and Chairperson are informed immediately and suspension is considered. The Board of Management has deferred responsibility to the Principal to impose an initial sanction of up to three days. 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. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds six school days.
- When a student is suspended, the parents/guardians will be requested to remove the student from the school. The Principal will meet with the parents/guardian to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension.
- Expulsion will be considered in an extreme case in accordance with Rule 130 (6) (Circular 20/90) i.e. 'No pupil can be struck off the rolls for breaches of discipline without prior consent of the patron and until alternative arrangements are made for enrolment of pupil at another suitable school in the locality'.

Application of Sanctions

It should be noted that the misbehaviours and sanctions outlined above represent examples only and are not exhaustive. It is not meant to be a totally comprehensive list of behaviours and procedural steps, which will be case specific and take into account appropriate contextual factors.

In applying any sanctions, achieving a balance between the needs of an individual student and other students will require the application of professional skill and judgement, on a case by case basis, drawing on factual and objective information.

Misbehaviour in the Yard

To pre-empt incidents of misbehaviour in the yard, our whole school approach focuses on **RESPECT** – respect for yourself, respect for others, respect for the environment. We encourage pupils to take responsibility, should they accidentally hurt another child, thus showing respect for that individual.

Incidents of yard misbehaviour or verbal abuse of staff will be dealt with as follows:

- The teacher/ SNA on duty who notices misbehaviour will do the following: Speak to the child and impose a period of "time out" if necessary where the student will be asked to remain in a specified part of the yard until told to return to play.
- Teacher/SNA reports incidents in the Yard Duty Book and Incident Report Form.
- The yard duty teacher informs the class teacher.
- Repeated instances of misbehaviour on the yard and the child is removed from the yard for a full break time. The Principal will speak with the child and the parents will be informed.

Involving Parents/Guardians in Managing Behaviours of Concern

Parents/guardians are valued as partners in the school community and as such will be invited to participate in promoting positive behaviour both in school and in the wider community. Class teachers will refer to repeated episodes of minor misbehaviour in the pupil's homework journal which parents/guardians are requested to sign each evening. In cases where pupils are required to complete some extra work as a sanction, parents/guardians will again be requested to sign the relevant work. Class teachers may occasionally request parents/guardians to visit them in school to discuss some aspect of a pupil's behaviour. The Principal will be informed of these meetings and may be invited to attend. Parents/guardians are encouraged to make appointments to meet with class teachers at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. In some cases, it will be appropriate for Teachers and parents to collaboratively work on designing, implementing and reviewing an individual Behaviour support plan.

The school will remind parents/guardians of the procedures for contacting the school at every opportunity. In specific cases a shorter school day may be implemented where a pupil is having severe difficulties coping with a full day. This would be agreed between the Principal teacher, the parents and BOM.

Where pupils are found to be involved in more serious misbehaviour, the Principal may telephone or write to parents/guardians to request them to attend an informal/formal meeting at the school. Others who may also attend these meetings include: class teachers,

teachers/SNAs who witness misbehaviour while supervising on yard duty and Chairperson of the Board of Management. The pupil may also attend all or part of these meetings if deemed appropriate.

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 particular behaviours of concern, because of additional educational needs. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home through a collaborative approach using an individual behaviour support plan.

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, records in relation to pupils' behaviour are kept in a secure filing cabinet. Copies of all communications with parents/guardians will be retained in the school. Records of more serious incidents are recorded on an Incident Report Form and are retained until students reach 21 years.

Reference to other Policies

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

- Bí Cineálta Policy
- Enrolment
- Data Protection
- Health & Safety
- Child Protection

Additionally the SPHE Plan is also referenced.

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.

Policy Sign Off

The Code of Behaviour was reviewed and ratified by the Board of Management of St. Brigid's BNS.

This policy will be reviewed once in each school year and updated as necessary.

Signed: **Chairperson BOM**	
Date:	21/09/2026
Signed: **Principal/Acting Principal**	
Date:	21/09/2026

Appendix 1

Give respect, get respect

- Every boy is different and is entitled to express his own views and opinions.
- Treat staff, visitors and fellow pupils with kindness, courtesy and respect at all times.
- Do not become involved in any bullying situation.
- Treat all school property with respect.
- You are entitled to feel physically safe at all times and to be free from insults, teasing and derogatory comments.
- Everyone should feel included and be allowed to participate in play and learning activities.
- Always do your work to the best of your ability.
- Always allow others to do their work to the best of their ability.
- Use good manners at all times:
    - Please
    - Thank you
    - Excuse me
    - I'm sorry
- Be on time for school.
- If you are late for class or absent for a day or more, you must bring a note from your parent/guardian.

Appendix 2

St. Brigid's BNS
Code of Behaviour / Playground

- Boys must proceed immediately from the classroom to their designated play area.
- You must not leave this area or re-enter the school building without permission.
- The following activities are strictly forbidden: Climbing ,chasing / charging / fighting / jockeybacks / wrestling / headlocks /spitting / cycling / bullying / intimidation / kicking / eating food / teasing / jeering and/or chanting.
- Bad language will not be tolerated in the playground.
- When the bell sounds, boys should line up in roll order.
- Boys sent to 'time out' must remain there until a teacher instructs otherwise.
- Obey all 'Keep Clear' signs.
- Sanctions for misbehaviour will be applied as per the School Code of Behaviour

Appendix 3

* Safety / Discipline Code *

Aims

- To ensure the Safety and Well-being of pupils while under our care and control.
- To establish a Happy and Secure environment for every pupil.
- To promote a high standard of Behaviour, Courtesy, and Organization throughout the school.
- To develop Integrity and Self-Discipline in our pupils as well as Respect, Tolerance and
- Consideration of others.
- To create an Efficient and Stimulating Learning Environment

Implementation

- The Staff shall work as a Team and share **Collective Responsibility** in pursuance of the above aims.
- The **Safety/Discipline** Code shall form an integral part of the **SPHE Programme.**
- Teachers shall show **Consistency** and **Firmness**, yet **Fairness** and **Understanding**, in relation to discipline.
- Best results will be achieved by **Positive Encouragement** and constant **Reinforcement.**

Courtesy

- Pupils are expected to treat **Staff, Visitors** and **Fellow Pupils** with respect and courtesy at all times.
- **Good Manners** and **Politeness** will be demanded of each pupil.
- Any form of **Anti Social Language** is unacceptable.

Obedience

- Effective Teacher / Pupil relations and the creation of a well-disciplined and controlled school atmosphere pre-supposes a genuine sense of **Obedience** on the part of our pupils.
- Training in **Obedience** is synonymous with **Character Building**.
- Any form of disobedience likely to **Undermine the Authority** of any member of staff shall not be tolerated.

Property

- Pupils must be mindful of their obligation to respect **Personal, School** and **Public** property.
- General **Tidiness** and avoidance of **Litter** and **Graffiti** is expected.
- Staff will be vigilant in relation to **theft**.

Punctuality

- All pupils are expected to be punctual with regard to arrival for school – **8.55a.m**. – each morning.
- Punctuality is seen as important training for life.
- Children should not arrive at school before 8.45 a.m.

Travel to and from School

- The school has no **Legal Responsibility** or **Control** over pupils travelling to or from

school.
- Pupils will be expected, however, to behave in a manner in-keeping with school standards.
- They will be regularly instructed and advised on **Road Safety, Role of Traffic Wardens, Use of Public Transport, Good Citizenship etc.**

Dress

- The school uniform comprises **School Tie, Wine Jumper, Grey Shirt, Grey Trousers and School Tracksuit.**
- All pupils are expected to wear school uniform when attending at or representing the school.
- On days of PE class pupils will wear the school tracksuits.
- **Wearing football jerseys in class is not acceptable.**
- Pupils are encouraged to take pride in their appearance.

Health

- Children diagnosed as suffering from any form of **Contagious Disease** shall not be permitted to attend school until danger of infection has passed.
- Normal basic standards of **Hygiene** are expected.
- Smoking by anybody is not permitted in any area of the school.
- Staff will be **Extremely Vigilant** regarding **Alcohol** and **Drugs**.
- Pupils are required to adhere strictly to the **Substance Use Policy**.

Role of Parents

- Bearing in mind the Rights, Obligations and Welfare of each and every pupil, as well as the Ethos and Reputation of the school, the Safety/Discipline Code has been very carefully drafted.
- The support and confidence of parents and their full co-operation in its implementation will ensure an ever-progressive step towards the Pursuit of Excellence at St. Brigid's.

Absences

- If absent from school pupils must upload the reason for absence on Aladdin
- If a pupil has to leave school early, or be absent for part of the day, pupil must be collected by parent and signed out in the secretary's office
- All pupils' absences in excess of 20 days are reported to the **Educational Welfare Board.**

In-class Behaviour

- Any form of **Disruption**, **Distraction** or **Interference** with the effective work of teachers in the classroom is implicitly unacceptable.
- Such behaviour will be regarded as serious infringement of the rights of fellow pupils.
- **Defiance**, **Cheek** and **Insolence** will not be tolerated under any circumstances.

Out-of-class Behaviour

- In the interest of Safety and with a view to preventing Accidents, any form of dangerous activity is strictly prohibited.
- Pupils are expected to enter and leave classrooms in an orderly manner.
- Running or unruly behaviour in corridors is not permitted.

- On the sound of the bell pupils are required to assemble immediately in their lines.
- At home-time classes shall line up inside the appropriate gate so that their exit can be supervised by the class teacher

Yard

- Pupils are obliged to play in their designated areas.
- They must be constantly visible to supervising teachers.
- Pupils may not leave the yard or re-enter school buildings without permission during break time.
- Staff shall be vigilant in respect of activities that might constitute assault on fellow pupils.
- The following are specifically forbidden in the school yard: Climbing ,chasing / charging / fighting / jockeybacks / wrestling / headlocks /spitting cycling / bullying / intimidation / kicking / eating food / teasing / jeering and/or chanting.

Bullying

- Bullying is defined as repeated aggression, verbal, psychological or physical conduct by an individual or group against others.
- The most common forms are Physical Aggression, Damage to Property, Extortion, Intimidation, Isolation, Name Calling and Slagging.
- The general atmosphere which characterises relationships within St. Brigid's is based on Friendship and Cooperation, with an overriding respect for the authority of the Teacher and concern for the Happiness and Welfare of each and every Pupil.
- Bullying in whatever form, will be regarded as contrary to the Ethos of the school and will not be tolerated.
- Parents whose children have been involved in Bullying will be expected to give full cooperation in dealing with the matter.
- The schools Bí Cineálta Policy will be strictly adhered to by all pupils.