

## **Scoil Mhuire Knockavilla**

### **CODE OF BEHAVIOUR**

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Scoil Mhuire Knockavilla has prepared and made available a Code of Behaviour for its pupils, staff and parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school
2. The whole school approach in promoting positive behaviour
3. The measures that shall be taken when a pupil fails or refuses to observe those standards
4. The procedures to be followed before a pupil may be suspended or expelled from the school
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying policy and
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of Scoil Mhuire Knockavilla has been developed in accordance with *'Developing a Code of Behaviour for Schools'*, National Educational Welfare Board, 20018.

#### **Rationale**

- To provide a safe working environment
- To provide clarity of rules for teachers, parents and pupils.
- It conforms to current legislation.

**Scoil Mhuire Knockavilla** is a community where:

- Children are all cherished equally
- Respect for one another and dignity of every human being is fostered
- Each child is treated as an individual
- The spiritual, social, moral and intellectual welfare of the child is catered for
- Fair play is promoted and practised
- Children experience a safe and happy learning environment
- Children are encouraged and affirmed
- Staff, parents and pupils co-operate for the common good.

**The aims and objectives of the Code of Behaviour of Scoil Mhuire Knockavilla are:**

- To allow the school to function in an orderly way 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 provide guidance for pupils, teachers and parents on behavioural expectations, the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures.
- To provide for the effective and safe operation of the school and the structuring of in-class discipline so that there exists an efficient and stimulating learning environment.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach and staff to work without disruption.

### **Whole School Approach**

The Board of Management recognises the importance of creating consistent values, policies, practices and relationships that support the Code of Behaviour. Such an environment may only be formed by involving the entire school community and in this respect the Board acknowledges the importance of the roles played by the Principal, Teachers, Ancillary Staff and Parents in the review and operation of the Code.

If the school is to achieve a happy, secure environment in which children can develop to their full potential, it is necessary to provide a framework which promotes constructive behaviour and discourages unacceptable behaviour. The aim is to ensure that the individuality of each child is accommodated, while acknowledging the right of each child to an education in a relatively disruption free environment. The school code places a greater emphasis on praise and rewards than on sanctions, and the ideal is that children will acquire self-discipline. There are times, however, when it may be necessary to impose sanctions in order to maintain good order and discourage offenders. We recognise the importance of a strong sense of community within the school and the existence of a high level of co-operation among teachers, ancillary staff, pupils, parents and the Board of Management.

**Standards of Behaviour** (See below for a full list of the School Rules and Regulations)

#### *General Behaviour of Pupils*

All pupils are expected to

- Treat staff and their fellow pupils with respect and courtesy at all times.

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- be well behaved and to show consideration for other children and adults
- wear the appropriate school uniform
- Show respect for the property of the school, other children, staff members and their own belongings
- Attend school on a regular basis and to be punctual
- Do her/his best both in school and for homework
- Obey the school rules and regulations at all times

### *Classroom Behaviour*

Each pupil is expected to

- Listen to the teacher and other pupils if they are speaking
- Work to the best of her/his ability
- Value school property and the belongings of fellow pupils and staff members
- Follow the direction of her/his teacher
- Obtain her/his teacher's permission to leave the classroom
- Respect the teachers, staff, other pupils and visitors to the classroom

### *Playground/Pitch Behaviour*

Each pupil is expected to

- Play safely avoiding any games or play that are rough or dangerous
- Follow the directions of the playground supervisor/s
- Remain on school grounds at all times
- Obtain permission before re-entering the school building during break times
- Respect the yard supervisor/s and fellow pupils
- Avoid the use of foul language, swearing, fighting, name calling etc.

*Behaviour in Other School Areas*

Each pupil is expected to

Corridor

- Remain quiet in the corridor
- Walk in the corridor
- Allow adults to pass in the corridor

Toilet and Cloakrooms

- Return to the classroom as soon as possible after being in the toilet/cloakroom
- Keep the toilet and cloakroom areas tidy

*Behaviour during School outings/Activities*

Each pupil is expected to

- Follow her/his teacher's directions at all times
- Remain with the teachers/supervisors and/or group of pupils at all times
- Behave politely towards those they meet on such trips
- Observe the general rules of good behaviour and all school rules

**Children with Special Needs**

All children are required to comply with the Code of behaviour. However, the school recognises that children with special needs may require assistance understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the Class Teacher, SEN Teacher/s and/or Principal Teacher. The school will work closely with home to ensure that optimal support is given. Cognitive

development will be taken into account at all times. Professional advice from psychological assessments will be taken into account. The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

***Any form of behaviour that interferes with the rights of others  
To learn and to feel safe is unacceptable.***

## **Staff**

It is the Principal Teacher's responsibility to ensure that the school's Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However, each staff member has a responsibility for the maintenance of discipline within the common areas of the school.

Teaching staff are specifically responsible for the maintenance of behaviour within their own class.

They will:

- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year and throughout the school year as appropriate.
- Ensure that the school rules and regulations are clearly understood
- Encourage self-discipline and positive behaviour
- Ensure that there is an appropriate level of supervision at all times
- Implement the rewards/sanctions scheme in a fair and consistent manner
- Keep written accounts of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to a child on the misbehaviour and the consequences of its repetition.
- Inform the pupils when the instances of misbehaviour on their part are being recorded

- Report repeated instances of serious misbehaviour to the Principal Teacher.

### **Parents/Guardians**

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive behaviour in school. Parents/guardians can assist the school by encouraging their children to have a sense of respect for themselves, for others and for property; being familiar with the Code of Behaviour and encouraging their children to abide by the school rules and regulations; encouraging punctuality and regular attendance; by ensuring that homework is given due time and effort and by co-operating with the school in instances where their child's behaviour is causing difficulties for others.

### **Before/After School**

Parents are reminded that the BOM and the staff of the school does not accept responsibility for pupils before official opening time of 9:15 a.m. or after the official closing time of 1:55 p.m. (infants) 2:55 p.m. (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 Code of Behaviour during these times.

### **Communicating with Parents/Guardians**

Communication with parents is central to maintaining a positive approach to dealing with children. A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns. Teachers have a right to privacy outside of school hours. It is the policy of our school that any concerns relating to school issues will be dealt with during school hours by appointment, in special circumstances outside these hours.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process.

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.

The following methods of communication are to be used within the school:

- Formal parent-teacher meetings (usually in November)
- Informal meetings when deemed necessary (please note that parents must make a request for an appointment through the school office/homework journal to meet the Class Teacher/SEN Teacher/Principal Teacher).
- School reports

### **Promoting Good Behaviour**

Praise may be given by means of any one of the following:

- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of the class or group
- A system of class credits/homework passes
- Delegating some special responsibility or privilege
- A mention to parent/guardian, written or verbal

### **Inappropriate Behaviour**

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

## **Level One**

### **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 of them and how they should behave. Listed below are some examples of the types of behaviour that are included in Level 1. Please note that the list is not exhaustive.

- Failure to prepare for class as defined by individual teacher
- Running in the corridors, classroom
- Disturbing the work or play of others
- Behaviour that distracts teacher or other pupils.
- Disrespectful language, tone or manner
- Using classroom and school equipment inappropriately
- Behaviour that excludes others
- Not wearing the appropriate uniform
- Ignoring the directions and requests of teachers and staff
- Cheating

### **Level 1: Disciplinary Actions**

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline pupils at Level 1. Some examples of Level 1 responses are (please note this list is not exhaustive):

- Verbal reprimand/reminders
- Reinforcement of alternative positive behaviour
- Prescribing additional work
- Detention during break



- Loss of privileges
- Parent contact
- Temporary separation from peers within class and/or temporary removal to another class
- Behaviour contract

### **Level 1 Supportive Interventions**

Listed below are some examples of Level 1 supportive actions (please note this list is not exhaustive)?

- Classroom-based interventions such as Circle time, class meetings, selected SPHE lessons
- Discussion of behaviour with child
- Informal notes regarding incident/intervention/date. This information would be useful should a problem persist.

### **Level Two**

#### **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 that the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Deliberate behaviour which is dangerous to self and/or others (e.g. shoving, kicking, pushing, hitting, bringing items which have been banned from school into school)
- Intentionally damaging school or personal property
- Stealing
- Use of profanity towards individuals

- Derogatory reference to another person's race, gender, religion, sexuality, disability, family status, marital status, age. Membership of the Travelling Community
- Disrespectful language or behaviour towards an adult
- Possession or use of dangerous equipment – toys, sporting equipment, mobile phones/digital technology – e.g. bow and arrows, any types of knives etc. – in school and/or on school trips.
- Serious behaviour and actions used to deliberately hurt others
- Throwing missiles in the classroom, corridor, school hall.

### **Level 2: Disciplinary Actions**

The disciplining of pupils 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 are administered by the Principal and include notification of parents, with written documentation. Some examples of Level 2 responses are (please note this list is not exhaustive):

- Temporary separation from peers, friends or others
- Report submitted to the Board of Management
- Informing parents/guardians and/or meeting with parents/guardians
- Loss of privileges
- Suspension from school of one to five days, depending on the severity of the behaviour
- Implementation of extensive behaviour management plan.

### **Level 2: Supportive interventions**

Listed below are some examples of Level 2 supportive actions: (please note this list is not exhaustive):

- Team conference to include Class Teacher, other staff involved, Principal

- Request for assistance from external agencies such as the National educational psychological service, health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent mental health services, national Council for Special Education
- Referral of a child displaying behavioural problems or psychological assessment ( with consent of parents/guardians)

### **Level Three**

#### **Level 3 Behaviours**

Level 3 behaviours are considered 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. 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 or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Any behaviour which causes danger to others or has the potential to endanger others
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, disability, physical condition, ethnic origin, sexuality, membership of travelling community, family status, marital status.
- Leaving the school grounds without permission.
- Defiant behaviour.

### **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. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Examples of Level 3 responses include (please note this list is not exhaustive):

- Suspension from school for one to five days: This response will occur with the first instance of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process, 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.

## **Procedures for Suspensions and Expulsions**

### **Suspension**

#### **Definition of Suspension**

*“requiring the student to absent herself/himself from the school for a specified, limited period of school days”* (Developing a Code of behaviour for schools, National Educational Welfare Board)

#### **Authority to Suspend**

The Board of Management of Scoil Mhuire Knockavilla has formally and in writing delegated the authority to impose an ‘Immediate Suspension’ to the Principal teacher. An ‘Immediate Suspension’ may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and

with the approval of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the BOM has formally and in writing has delegated to the Principal Teacher the authority to impose an 'Automatic Suspension' for named behaviours detailed in this policy. An 'Automatic Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board of Management retains its authority to suspend a pupil in all cases/circumstances.

### **Immediate Suspension and Automatic Suspension**

An 'Immediate Suspension' will be deemed to be necessary where after a preliminary investigation the Principal Teacher reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event it will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Scoil Mhuire Knockavilla, having given due consideration to its duty of care as prescribed by health and safety legislation, had determined that the following named behaviours will incur 'Automatic Suspension' as a sanction:

- Physical assault/violence resulting in bodily harm to a pupil, a member of staff and a visitor to the school.
- Physical violence resulting in serious damage to school property.

An 'Automatic Suspension' may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and

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with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parents/guardians will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstances will a pupil be sent home from school prior to her/his parents/guardians being notified. Formal written notification of the suspension will issue in due course, but no later than two school days after the imposition of the suspension. Such a notification will detail:

- The duration of the suspension and the dates on which the suspension will begin and end
- The reasons for the suspension
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents/guardians.

The Board acknowledges that the decision to impose either an Immediate or an Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident, the Board will invite the pupil and her/his parents/guardians to a meeting to discuss;

- The circumstances surrounding the suspension
- Interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Scoil Mhuire Knockavilla acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- 1.* No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation process.

## **Procedures in Respect of Other Suspensions**

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Scoil Mhuire Knockavilla will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to parents/guardians;

1. Details of the alleged misbehaviour, details of the impending investigation process and notification that the allegation could end in suspension.
2. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parents/guardians are provided with an opportunity to respond before a decision is made or a sanction is imposed.

The Board of Management of Scoil Mhuire Knockavilla acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

1. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
2. The person(s) involved in the investigation process will on presentation of a full report of the facts absent herself/himself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the BOM will provide written notification to the parents/guardians and the pupil of the decision. The letter will confirm:

- The duration of the suspension and the dates on which the suspension will begin and end

- The reasons for the suspension
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents/guardians.
- The provision for an appeal to the BOM

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to 20 days the parents/guardians will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 or the Education act 1998 and will be provided with information on the submission of such an appeal

## **Expulsion**

### **Definition of Expulsion**

*“A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of Section 24 of the Education (Welfare) Act 2000”*(Developing a Code of Behaviour: Guidelines for Schools, national Educational Welfare Board)

### **Authority to Expel**

The authority to expel a pupil is reserved by the BOM

### **Procedures in Respect of Expulsion**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

- (a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the BOM if required)

As part of the investigation a written letter containing the following information will issue to the parents/guardians



- i. Details of the alleged misbehaviour, details of the impending investigation process and notification that the allegation could result in expulsion.
- ii. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parents/guardians are provided with an opportunity to respond.

(b) The Principal Teacher (or BOM nominee) will make a recommendation to the BOM

Where the Principal Teacher (or BOM nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the BOM to consider expulsion.

In this event the Principal (or nominee) will:

- i. Inform the parents/guardians that the BOM is being asked to consider expulsion.
- ii. Ensure that parents/guardians have records of: the allegations against the pupil; the investigation; and written notice of the grounds on which the BOM is being asked to consider expulsion
- iii. Provide the BOM with the same comprehensive records as are given to parents/guardians.

(c) Consideration by the BOM of the Principal's (or BOM's nominee) Recommendations & the Holding of a Hearing.

If having considered the Principal's report, the BOM decides to consider expelling a student a hearing will be scheduled.

The parents/guardians will be notified in writing

- i. As to the date, location and time of the hearing
- ii. Of their right to make a written and oral submission to the BOM

- iii. That they may if they so choose be accompanied at the hearing

The BOM undertakes that the timing of such written notification will ensure that parents/guardians have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the BOM gives an undertaking that;

- i. The meeting will be properly conducted in accordance with Board procedures
- ii. The Principal (or BOM nominee) and parents/guardians will present their case to the Board in each other's presence
- iii. Each party will be given the opportunity to directly question the evidence of the other party
- iv. The parents/guardians may make a case for a lesser sanction if they so choose.

(d) BOM Deliberations & Actions following the Hearing

Where the BOM, having considered all the facts of the case, is of the opinion that the pupil should be expelled the BOM

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion
- ii. Will not expel the pupil before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written information.
- iii. Will in writing notify the parents/guardians of their decision and inform them that the Educational Welfare Officer is being contacted.
- iv. Will be represented at the consultation to be organised by the Educational Welfare Officer.

- v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

(e) Confirmation of the Decision to Expel

Where the 20-day period following notification to the Educational Welfare Officer has elapsed, and where the BOM remains of the view that the pupil should be expelled, the BOM will formally confirm the decision to expel.

Parents/guardians will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 of the Education Act 1998 and will be provided with information on the submission of such appeal.

The Board of Management of Scoil Mhuire Knockavilla acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- ii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent herself/himself/themselves from the decision-making process.

**Notification of a Child's Absence from School**

Parents/guardians should adhere to the following procedures when notifying the school of a pupil's absence from school,

- If the parents/guardians are aware that the child will be absent from school before the absence they should notify the school of the impending absence before the absence occurs.

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- The school should be notified of the absence on the first day the pupils returns to school
- The absence should be notified *in writing* by letter/using the school journal
- Details pertaining to the absence, such as duration and reason, should be provided.
- Significant absences caused by ill health (i.e. absences longer than 10 school days) should be certified.

The school will inform the Education Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where a child has missed 20 or more school days in a school year, where attendance is irregular and when the pupil is removed from the school register.

### **Records**

A standardised record system will be used to track an individual pupil's behaviour. Such records will contain;

- Incidents of misbehaviour
- Interventions used to improve behaviour, including contact with parents/guardians or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed.

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

## **School Rules and Regulations**

Rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and wisely.

1. School begins at 9.15a.m., ends at 1.55pm for infant classes and 2.55p.m for all other classes. Punctuality on the part of all will be strictly imposed. It should be noted that there is no facility or responsibility for supervision of children either before the official start time or after the official finishing times.
2. Pupils leave and enter the school building in an orderly fashion.
3. Pupils must not behave in a way that endangers themselves or others. Rough play comes into this category.
4. Any form of threatening and/or violent behaviour is unacceptable.
5. Any instructions given by the supervising teacher and/or by the classroom assistant/SNA are to be complied with.
6. Pupils line up in an orderly manner at the end of breaks.
7. Pupils are not allowed to run inside the school building.
8. Pupils may not re-enter the school building during breaks without the express permission of a teacher or SNA.
9. If, due to inclement weather, pupils are allowed to remain indoors, they must remain seated unless given permission to do otherwise.
10. Absence from school for any reason **must be accounted for by means of a written note from parents or guardians** by order of the Education Welfare Board. Attendance on a regular basis will be expected and monitored by the Principal and the Welfare Board annually.
11. Permission to leave the school will only be granted if a covering note is received from home and these requests ought to be kept to a minimum. Parents and guardians collecting children early must sign to this effect in the school secretary's office.
12. Unauthorised departure from the school will be treated as serious misbehaviour and is strictly forbidden.
13. If parents know that their child/children is/are going to be absent from school on a given day or for a portion of a day they must notify the Class Teacher/Principal Teacher in writing.

14. Pupils of the school will be obliged to wear a **school uniform** which is navy in colour with school crest, a blue shirt, navy or red tie and socks. This is available in Heffernan's shop, Dundrum. A uniform jacket can be ordered from the school office.
15. Before entering and after leaving the classrooms children will be required to change their footwear in the interest of keeping the classrooms tidy. Junior Infants will not be obliged to change.
16. Pupils will be expected to keep their belongings tidy and to use the cloakrooms properly and not as play areas. Abuse of tissue, soaps and towels will constitute a breach of school regulations.
17. The 'School Code of Behaviour' will be applied and all pupils will be obliged to conform to its rules. Failure to do so will oblige the teacher and the Principal to apply the penalties of the Code.
18. While it is outside the jurisdiction of the school authorities and is the responsibility of Bus Eiréann, children will be required to conduct themselves properly on the school buses at all times.
19. A high degree of personal hygiene will be expected of all the children in the school, especially hair hygiene which can be a recurring problem. Regular attention will be made to this aspect of health education by all the teachers in their respective rooms. It is recommended that weekly checks be carried out at home to minimise the problem.
20. Children should not attend school if they are sick.
21. Homework must be attended to in a manner which is in keeping with school work and ought to be monitored by parents without becoming over-intrusive.
22. When a child is referred to any of the school services e.g. Psychologist, Doctor, Learning Support/Resource Teacher, Class Teacher etc. it will be the policy of the school to pursue the matter as sensitively as possible in the interest of the parties concerned.
23. All those involved in the games of hurling and camogie will be required to wear a protective helmet in order to minimise the risk of injury during play and training. The helmet must have a facial guard. Children playing Gaelic Football must wear a gum shield.
24. In the event of an injury to a pupil on the school premises while under the supervision of the staff and where hospitalisation may be required expenses incurred will become the responsibility of the child's parents. They will be requested to signify their agreement to this course of action in the event of an emergency, where hospitalisation may be the best option, and where the parents cannot be contacted.

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25. Children in 2<sup>nd</sup>. Class will be prepared for First Holy Communion, while the children in 5<sup>th</sup> and 6<sup>th</sup> classes will be prepared for Confirmation.
26. Children who will have been trained for special occasions such as Confirmation and First Holy Communion will be expected to attend on those days. Parents will equally be expected to co-operate in this matter.
27. Children who may benefit from attendance with the Learning Support/Resource Teacher will be included in the class following consultation with parents and the class teacher. A positive attitude on the part of parents will be valuable to ensure success in this undertaking.
28. Respect for the school and all its facilities and personnel will be expected of all pupils. Consequently foul language and any forms of intimidation and bullying will not be tolerated. Equally, a serious view will be taken of those who vandalise any part of school property.
29. Children are not allowed to bring mobile phones, music players, games consoles of any type, ipads, laptops or tablets of any type to school except with the expressed permission of the Principal.

This Code of Behaviour was adopted and ratified by the Board of Management of Scoil Mhuire Knockavilla on \_\_\_\_\_.

This policy has been made available to school personnel and to parents/guardians. A copy of this policy will be made available to the Department of Education and Skills and the Patron if requested.

This policy and its implementation will be reviewed by the BOM once in every school year. Written notification that the review has been completed will be made available to school personnel and parents/guardians. A record of the review and its outcome will be made available, if requested to the patron and the DES.

**Ratified by Board of Management**

**Date:** \_\_\_\_\_

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

**Date:** \_\_\_\_\_

**Ms Kay Beardmore**  
*Cathaoirleach.*

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

**Date:** \_\_\_\_\_

**Eleanor Ní Dhuibhir**  
*Príomh Oide*





