

St. Joseph's Senior National School Ballymun, Dublin 11.

Code of Behaviour and Discipline

INTRODUCTORY STATEMENT

Good behaviour is based on good relations between parents/guardians, child and school.

In St. Joseph's SNS, we hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

RATIONALE

The Code of Behaviour policy is necessary to:

- Meet the requirement of the Education Welfare Act, 2000, Section 23.
- Have a consistent approach to behaviour throughout the school community.
- Ensure and maintain a positive environment to facilitate learning within the school.

Every effort is made to ensure that our code is implemented in a reasonable, fair and consistent manner.

AIMS

The aims of the Code of behaviour are to create a school ethos which:

- Encourages pupils to respect themselves, others and our school.
- Fosters pride in our school and its community.
- Creates an environment which is safe, supportive and conducive to learning.
- Is adhered to by all members of the school community.
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils
- To encourage the involvement of both home and school in the implementation of this policy

CONTENT OF THE POLICY

Index

1. Guidelines for behaviour in the school
2. Roles and responsibilities of partners in the school community
3. Whole school approach to management of behaviour
4. Responding to inappropriate behaviour
5. Positive strategies for managing behaviour
6. Involving parents/guardians in management of problem behaviour
7. Managing aggressive or violent misbehaviour
8. Suspension
9. Expulsion
10. Keeping records
11. Procedure for notification of a pupil's absence from school
12. Reference to other policies
13. Appendices

1. Guidelines for behaviour in the school

The following standards of behaviour are expected of all members of the school community:

- Have respect for ourselves
- Have respect for others and their learning

- Have respect for school property
- Follow the school rules
- Be a positive representative of the school by giving good example
- Forgive others

(Appendix 1 elaborates on each of these standards of behaviour. SPHE teaching around the Code of Behaviour will refer to the sub points listed.)

2. Roles and responsibilities of partners in the school community

Every member of the school community has a role to play in the implementation of this Code of Behaviour. Emphasis is on a holistic, preventative approach which involves all partners (Board of Management, Principal, staff, parents/guardians and pupils) in the school community in understanding, drafting and implementing the school's Code of Behaviour.

Board of Management

The BOM will endeavour to ensure that the entire school community is involved in the development, implementation and review of the school's Code of Behaviour. The BOM will provide a comfortable, safe learning environment conducive to supporting positive behaviour.

The BOM will support the Principal and staff in the implementation of all elements of the code.

It will support the Principal, staff and parents/guardians in implementing the Code of Behaviour by providing opportunities for

- staff to develop their understanding of the factors that affect behaviour and help children to change behaviour
- exploring ways of helping parents to understand how they can help children to behave and learn well at school
- finding ways of helping children to understand their own behaviour, the reasons for it and the way they can manage their behaviour and relationships

Principal

Positive and supportive leadership from the Principal promotes successful implementation of the Code of Behaviour across the school community. The Principal will oversee all matters relating to behaviour in the school and will

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- arrange for review of the code as required

Staff

All staff acknowledge the pivotal role that they play in implementing the Code of Behaviour by bringing their professional expertise in understanding the links between behaviour and learning; their experience of what works to help students to behave well; and their knowledge of the school and of the school community.

New members of the school community will be introduced to the Code of Behaviour by a senior member of staff with responsibility for induction of new staff members.

Teachers will help all children understand the Code of Behaviour with regard for their age, stage of development and individual circumstances.

Teachers will communicate regularly with parents/guardians regarding their child's behaviour.

The school's SPHE curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

Parents/Guardians

Parents/guardians are consulted and involved in drafting and reviewing the school's Code of Behaviour.

At enrolment parents/guardians are made aware of the Code of Behaviour and are requested to sign their child's Contract of Good Behaviour to show acceptance and support for the code.

The Code of Behaviour is referred to by the teacher at regular class meetings with parents/guardians.

(See Appendix 2 for Contract of Good Behaviour)

Pupils

The pupils are encouraged to support the Code of Behaviour by:

- helping to draft rules for the classroom, yard and around the school
- taking part in school assemblies
- signing the behaviour contract at the beginning of each year
- endeavouring to maintain the standards of behaviour expected of them

3. Whole school approach to management of behaviour

School Rules

Children are expected to follow all school rules including:

In the classroom

Each child is expected to:

- Behave in a respectful manner
- Arrive on time
- Wear their uniform
- Raise their hand before speaking
- Get permission before they leave their place
- Sit on their chair correctly
- Be properly prepared for their school day

On the yard

Each child is expected to:

- Behave in a respectful manner
- Walk, not run
- Stay on the correct side of the yard
- Remain in the school yard and not leave without asking permission
- Remain quiet with no speaking when in the 'box'
- Stay out of other peoples' business
- Listen to and obey the teachers and SNAs on duty

- Line up quietly when the bell rings
- Refrain from any harmful, unacceptable behaviour (e.g. fighting, kicking, spitting, cursing, pushing, jocking, chanting, rough play, etc.)
- Leave any pens, pencils, rubbers, rulers, etc in the classroom before going out to yard.

Around the school

Each child is expected to:

- Behave in a respectful manner
- Respect school property
- Speak quietly
- Walk in single file
- Only enter communal areas when supervised (e.g. hall, computer room, library, music room, foyer, etc.)
- Wear the 'Teachtaire' badge when on a message
- Stand back to let an adult pass
- Be polite to any people they meet

School trips

Each child is expected to:

- Behave in a respectful manner
- Wear their school uniform unless otherwise directed by teachers
- Treat all members of the public they meet with respect and courtesy.
- Follow the instructions of teachers and other leaders
- Treat all property with respect
- Represent the school in a positive manner at all times

Other general rules

- Chewing gum is not allowed on the school premises or on any school-related activity.
- Mobile phones are not permitted in the school. Please see the schools Internet Acceptable Use Policy for further details. Use of a mobile phone to take unauthorised pictures or videos on the school premises is considered to be a very serious breach of the schools Code of Behaviour and may result in

suspension/expulsion. Any pupil found with a mobile phone on their person will have it confiscated and held for 24 hours. Parents/guardians will be informed and they must come up to the school to collect their child's phone from the office.

Please see the schools Remote Learning Policy regarding appropriate conduct in the event that classes may have to move to online learning.

The children are required to adhere to the school's healthy eating policy as identified in our enrolment procedure.

- Only jewellery compliant to health and safety will be allowed.
- No make-up is allowed. Fake nails are not permitted to be worn in school.
- All students are expected to be presented in a neat manner.

4. Responding to inappropriate behaviour

The sanction levels outlined below are a procedure for dealing with pupils who choose not to follow the rules. These rules are clearly listed on the wall chart in each room and are taught and regularly discussed. Pupils will be made aware of how the sanctions operate.

The sanction levels relating to behaviour **in the classroom** are:

- **Level 1**-Verbal warning (yellow card/name on board)
- **Level 2**-Recorded warning into DFL book (red card, stamp is lost)
- **Level 3**-Temporary separation from others within the classroom (continuing to do the class work or other assigned tasks.
Suggested time periods-3rd/4th class: 15-20 minutes
5th/6th class: 20-30 minutes)
- **Level 4**-Removal from classroom to be supervised by another teacher with assigned work and written communication with parent/guardian. This may include an extra assignment for homework.
(See Appendix 3 for standard note)
- **Level 5**-Referral to Principal and possible written communication with parent/guardian
(See Appendix 4 for standard note)
- **Level 6**-Formal meeting with parents/guardians, Principal and class teacher. A support care team may be implemented at this

stage if appropriate. This involves regular meeting with parents/guardians to monitor the child's progress and if necessary, develop an Individual Behavioural Plan. Every effort will be made to provide support for the pupil and his/her parents/guardians in a manner appropriate to their needs, through the agencies available to use. E.g. NEWB, NEPS, CAMHS, Community Care Services, etc.

(See Appendix 5-Individual Behaviour Plan)

- **Level 7**-Suspension.
- **Level 8**-Expulsion

Progression through the levels

If a child reaches a particular level on more than 2/3 occasions within a week, the teacher may move the child onto the next level.

Persistent minor misbehaviour can lead the child to the higher levels of sanctioning over a period of time. One incident of serious misbehaviour can lead to the child being sanctioned immediately at Level 5 or higher.

(See Appendix 6 for examples of different categories of misbehaviours)

The sanction levels relating to behaviour **on the yard** are:

- **Level 1**- Verbal warning
- **Level 2**-Temporary separation (In the box). Recorded in yard book
- **Level 3**- Supervised Time Out (10-15 minutes in the hall).
(Three "in the boxes" in a week or for immediate use in certain more serious situations)
- **Level 4**-Detention for one yard time (Written communication with the parents/guardians-See Appendix 3 for note)
- **Level 5**-Withdrawal from yard with supervision for a period of time in conjunction with an Individual Behaviour Plan

Progression through the levels

If a child reaches Level 2 of the sanction levels (in the box twice during the same yard) the teacher on duty will notify the class teacher and this child will lose their DFL stamp for that stage.

If a child reaches a particular level on more than 2/3 occasions within a week, the teacher may move the child onto the next level.

Inappropriate behaviour in other settings, e.g. around the school, in all other classrooms or on school trips will be dealt with in accordance with classroom sanctions.

Any child that has been on detention three times or more in the same term will not be permitted to go on any class trips or DFL outings in that term.

One staff member will have responsibility for monitoring yard book entries daily and ensuring that relevant sanctions are implemented. This person will have overall responsibility for monitoring yard behaviour and if necessary, implementing sanctions and behaviour plans.

5. Positive strategies for managing behaviour

In the classroom

Teachers will endeavour to ensure that

- pupils will have an input into devising classroom rules
- pupils understand and are frequently reminded of how they are expected to behave
- a clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour is implemented
- a variety of classroom management strategies and methodologies to sustain pupil interest and motivation are implemented
- a structured timetable is in place and followed as closely as possible
- children are rewarded for good behaviour (e.g. Golden Time, DVD Time, class trips, extra Art/PE/Music, etc.)

Part of the vision of St. Joseph's SNS is to help children achieve their personal best and thus prepare them for further education, life and work. We recognise that there are many different forms of intelligence and similarly that children use a variety of approaches to solve problems. Our reward system seeks to provide encouragement to all children of all abilities and talents. Children will be encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. Rates of praise for behaviour should be as high as for work. All teachers apply the DFL approach to positive behaviour management.

Discipline For Learning (DFL) is the system we operate in our school to manage pupil's behaviour. It is a whole-school approach in which pupils are treated by all teachers in a consistent manner. It aims to create a positive learning environment where pupils are motivated to make responsible choices regarding their behaviour and so minimise disruption and the loss of teaching/ learning time.

DFL has three parts:

- Rules
- Rewards
- Sanctions

These are reflected in our overall Code of Behaviour.

Each classroom will display a DFL board with all of the children's names listed and the various stamps available to them.

We strive to promote positive behaviour by rewarding pupils with stamps in their DFL book. Teachers verbally praise children who behave in a positive manner throughout the day. They are also rewarded through a structured system consisting of a stamp book. When pupils choose to follow the rules they can earn a stamp. They can earn up to six stamps a day for:

1. Arriving to school on time
2. Wearing their uniform
3. Handing in the previous night's homework
4. Following the rules in Stage 1 of the day
5. Following the rules in Stage 2 of the day
6. Following the rules in Stage 3 of the day

Each child has a DFL book. This book is an important means of communication between parents/guardians and teacher. It also affirms positive behaviour for the pupil.

To encourage improvement, a pupil's positive behaviour is noted in their book. Each child's DFL book is sent home weekly for signing so that parents/guardians can be involved in this positive reinforcement.

At the end of each week, the children who have earned at least 90% of their stamps will have Golden Time on a Friday. The other children will continue with regular class work.

At the end of every month, the children who have earned at least 90% of the stamps qualify to enter the DFL raffle at assembly. They will win a prize if their name is called.

Each teacher will also choose a 'Pupil of the Month' and a child who will win the 'Special Merit Award' for that month. These children will also receive a prize and certificate.

At the end of every school term, the children who have earned at least 90% of that term's stars will qualify to go on a fun trip.

On the yard

- Creation of zones within the yard, providing sections for specific class groups. E.g. yard football, basketball, chill-out zone, etc.
- Designated staff member who controls the toilet pass system.
- Respect and obey all members of staff
- Playground markings which provide yard games to occupy the children
- A system in place where any sick children report to the vice principal for supervision from yard.
- During wet days, the children are productively occupied during the breaks in their classroom and supervised by the teachers on duty.

Around the school

- Children will be escorted to and from the school yard by the class teacher at all times during the day.
- Display of children's work in the corridors, hall, etc.
- Whole school assembly to promote positive behaviour.
- DFL awards and trips
- Class trips

Other school related activities

- Proper organisation and supervision at all times
- Clear instructions given regarding positive behaviour and practice.

6. Involving parents/guardians in management of problem behaviour

On enrolment parents/guardians are made aware of our Code of Behaviour and agree to assist their child in following the code. A parent/guardian is contacted by phone or by letter at Level 4 and is involved in the behaviour management process from then on.

7. Suspension

All suspensions and expulsions will be carried out with reference to “Developing a Code of Behaviour: Guidelines for Schools NEWB 2008” and related documents.

Authority:

While the Board of Management has the authority to suspend, they may delegate this authority to the Principal, for periods of up to three days. The Board also reserves the right to reduce the length of the school day in consultation with the parent/guardian for a child who cannot manage a full school day i.e. exhibits behaviour which prevents the child from accessing the curriculum or behaviour which prevents other children from accessing the curriculum or for a child who is deemed to be a danger to themselves or others.

Grounds for suspension

Suspensions will be a proportionate response to the behaviour causing concern. Usually other interventions will have been tried. Grounds for suspension include:

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

A single incident of serious misconduct may be grounds for suspension.

Procedures in respect of suspension

The school will endeavour to ensure fair procedure to include the right to be heard and to impartiality.

The process will include the following stages:

- Investigation of the facts to confirm serious misbehaviour

- Parents/guardians will be informed by phone or in writing about the incident
- Parents/guardians will be given an opportunity to respond

If suspension is still decided upon

The Principal notifies the parent/guardian in writing of the decision to suspend. The letter should confirm:

- The period 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 arrangement for returning to school, including any commitments to be entered into by the student and the parents/guardians.
- The provision for appeal to the Board of Management or secretary general of the DES. (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days.)
- Where the cumulative total of days reached is 6, the NEWB will be notified.

In exceptional circumstances an immediate suspension may be necessary. Fair procedure will still apply.

Period of suspension

This shall not be for more than three days except in exceptional circumstances.

Records and reports

Formal written records will be kept of:

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

9. Expulsion

Authority

The Board of Management has the authority to expel a student.

Grounds for expulsion

Expulsion will only be used in extreme cases of unacceptable behaviour. The school will have taken other significant steps to address the misbehaviour except in exceptional circumstance.

Due process and fair procedure will apply in all circumstances.

Procedures in respect of expulsion

- A detailed investigation carried out under the direction of the Principal.
 - Inform parents/guardians in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
 - Give parents/guardians and students the opportunity to respond before a decision is made.
- A recommendation to the Board of Management by the Principal.
- Consideration by the BOM of the Principal's recommendations and the holding of a hearing.
- BOM deliberations and actions following the hearing.

If the Board of Management is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer (EWO) in writing, of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after NEWB have received written notification.

- Consultations arranged by the EWO.
- Confirmation of the decision to expel.

Appeals

Parents/guardians will be informed of their legal right to appeal. A parent/guardian may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998, Section 29.)

Records and reports

Formal written records will be kept of:

- The investigation (including notes of all interviews held)
- The decision-making process

- The decision and rationale for the decision

Review

The Board of Management will review its procedures regarding suspension and expulsion at regular intervals.

10. Keeping records

All incidents of misbehaviour are recorded on Databiz. The teachers on yard have an incident book to record any misbehaviours that occur and the sanctions taken. Yard sanctions from Level 2 on are recorded. One teacher with a responsibility will monitor the yard book, implementation of sanctions and ensuring that the yard book is brought to and from the yard every day. A separate book records detentions completed.

The Principal will have overall responsibility for monitoring issues relating to the Code of Behaviour at class, yard and school level. The Principal maintains records of referrals from Level 5 up. This will include communication between school and home, contact with other agencies and communication with the Board of Management.

11. Procedure for notification of a pupil's absence from school

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

The class teacher collects notes regarding absences and they are sent to the office daily for central storage.

Parents are encouraged to contact the school if their child is absent for a number of days.

The Attendance Promoter in the school is responsible for processing these records and notifying the NEWB in accordance with Education Welfare Act, 2000.

12. References to other policies

SPHE plan

Success criteria

Indicators of success of the policy will include:

- Positive feedback from teachers, parents/guardians, pupils and DES inspectorate.

- Observation of behaviour in the classroom, yard and around the school.

Implementation date

The Code of Behaviour will apply from September 2009.

Timetable for review

The code will be reviewed at the end of each school year.

Ratification and communication

The Code of Behaviour will be ratified by the Board of Management in June 2009. Parents/guardians will be informed of the revised policy in class meetings at the beginning of each school year.

Chairperson

Secretary

13. Appendices

Appendix 1

Guidelines for behaviour in the school

Have respect for ourselves

- Have confidence in our own abilities
- Take pride in our appearance
- Value our own safety
- Work cheerfully and willingly
- Take pride in our work
- Be courteous and polite
- Exercise self-control

Have respect for others and their learning

- Care for all members of our community
- Value and respect our differences
- Value and respect the right of all children to an education
- Value the staffs who teach you, who look after you, who clean your school, who maintain the school environment, who take care of the office work etc.
- Share with others
- Listen to others without interrupting
- Be polite and pleasant to everyone
- Accept decisions
- Work and move around the school mindful of others
- Value the work and opinions of others
- Take care that you do not harm one another-either accidentally or intentionally

Have respect for school property

- Put all litter in the bin
- Always return property
- Look after displays
- Use equipment properly
- Help tidy up
- Walk quietly around the school

- Take pride in our school by being polite and pleasant to each other and to visitors
- Take pride in our school by remembering that people judge our school by our behaviour outside school.

Follow the school rules

- Follow the school rules in the classroom, on the yard, around the school and on school trips.
- Also to follow the general rules of the school.

Be a positive representative of the school by giving good example

- Always represent the school in a positive way and leading by example.

Forgive others

- Try to forgive others for something they may have done to hurt or upset you.

Appendix 2

Each child and their parent/guardian will sign this contract at the beginning of each school year. This will be displayed in the child's DFL book.

Contract of Good Behaviour

1. I will come to school every day on time and have a note from a parent/guardian if I am absent.
2. I will wear my full school uniform.
3. I will do my homework to the best of my ability.
4. I will be properly prepared for my school day.
5. I will follow instructions.
6. I will respect others and their learning.
7. I will respect the property of the school and of other people.
8. I will follow the school rules in the classroom, on the yard and around the school.
9. I will be a positive representative of the school by giving good example.
10. Bullying is not allowed in my school.

Signed: _____ (Child)

_____ (Parent/Guardian)

Date: _____

Appendix 3

Standard note for written communication with a child's parents by the teacher at Level 4

St. Joseph's Senior National School

Date: _____

Dear Parents/Guardians,

_____ is having difficulty with the following terms of the Contract of Good Behaviour:

Please speak to him/her about the importance of keeping the contract which was signed at the beginning of the year.

Teacher's comments:

Signed: _____

Parent's/Guardian's comments:

I have spoken to my child and he/she promises to improve.

Signed: _____

Appendix 4

Standard note for written communication with a child's parents/guardians by the Principal at Level 5

St. Joseph's Senior National School

Date: _____

Dear _____,

Your child _____ has been referred to me by _____ for a serious breach of the following terms of his/her Contract of Good Behaviour.

I would like to discuss this matter with you on _____ at _____.

Thank you for your cooperation.

Yours sincerely,

Philip Fitzgerald.
PRINCIPAL

I have received this letter and will attend this meeting.

Signed: _____

Appendix 5

Individual Behaviour Plan

St. Joseph's Senior National School

Individual Behaviour Plan for _____

EXPECTATIONS

_____ is expected to do his/her best always.

He/she is also expected to achieve the following goals:

1. _____
2. _____
3. _____

The pupil and the teacher have agreed to the following positive outcomes if _____ reaches his/her goals.

1. _____
2. _____
3. _____

SANCTIONS

There will be consequences for serious unacceptable behaviour such as fighting and showing disrespect as outlined in the schools' Code of Behaviour and Discipline. Sanctions will also be applied for failure to meet the expectations outlined above. These will be:

1. _____
2. _____
3. _____

Other interventions applied with this plan will include:

1. _____
2. _____
3. _____

This plan will be monitored by the class teacher, pupil, principal and parents/guardians. It will be reviewed in ____ weeks to assess the student's progress towards reaching his/her goals.

We have read and agreed to the plan.

Date: _____

_____ (Pupil) _____ (Teacher)
 _____ (Parent/Guardian) _____ (Principal)

Appendix 6

Examples of misbehaviours and which category they fall into:

In the classroom

Level 1/2	Level 3/4	Level 5 and above
<ul style="list-style-type: none"> • Leaving their seat without permission • Swinging on their chair • Speaking out of turn • Complaining • Disturbing peers at their work • Not working to the best of their ability • Littering the classroom • Running in the classroom • Bringing banned foods into the classroom • Interrupting the teacher • Not getting something signed by their parents • Name calling • Being rude • Giving cheek or 	<ul style="list-style-type: none"> • Taking things without asking • Leaving the room without permission • Lying • Refusing to work • Chewing gum • Spitting • Throwing something in a dangerous manner • Bad language • Bringing a mobile phone device into school 	<ul style="list-style-type: none"> • Vandalising school property • Deliberate/serious bullying behaviour • Stealing • Fighting • Deliberate/serious defiance • Taking unauthorised pictures/images on a mobile phone

bad attitude		
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On the yard

Level 1/2 Warning/In the box	Level 3/4 Time out	Level 5 and above Detention/Principal
<ul style="list-style-type: none"> • Making noise in the line • Late to line up • Crossing the line • Talking to children who are in the box • Not lining up correctly • Name calling • Rough play • Ruining another class's football game • Encouraging others to fight by chanting, watching, etc. 	<ul style="list-style-type: none"> • Leaving the yard without permission • Refusing to go into the box • Ignoring the teachers or SNAs • Spitting • Leaving the box without permission • Lying • Bad language 	<ul style="list-style-type: none"> • Fighting • 'Jocking' • Deliberate/serious bullying behaviour • Deliberate/serious defiance

Around the school

Level 1/2	Level 3/4	Level 5 and above
<ul style="list-style-type: none"> • Disruptive behaviour in the corridors • Running in the corridors • Impoliteness 	<ul style="list-style-type: none"> • Entering the school during the breaks or before school begins • Disturbing a class at work E.g. knick-knocking • Misbehaving in the toilets 	<ul style="list-style-type: none"> • Vandalising/ Disrespecting displays • Taking unauthorised pictures/images on a mobile phone

On trips

Level 1/2	Level 3/4	Level 5 and above
<ul style="list-style-type: none"> • Not walking in pairs • Complaining • Messing on the bus • Leaving the place untidy 	<ul style="list-style-type: none"> • Ignoring instructions • Running away from the teacher/class • Disrespecting members of the staff and other members of the public • Chewing gum • Bad language 	<ul style="list-style-type: none"> • Vandalising/ Disrespecting the property of others • Fighting

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The following misbehaviours will be sanctioned through DFL procedures alone:

- Uniform
- Punctuality
- Homework

Persistent failure to comply with these school rules will lead to communication with parents and reference to the Principal.

(See Appendix 3)