

**Timahoe N.S, Timahoe, Co. Laois**

**057 8627051**

**Code of**

**Positive**

**Behaviour**

**Scoil Mhuire**

**Fatima**

**Timahoe**

**Co. laois**

**Introduction:**

This policy constitutes a review and update of the existing Code of Behaviour and fulfils the requirement under the Education Welfare Act 2000, which refers to the obligation on schools to prepare a Code of Behaviour in respect of the students registered at the school.

The statement was compiled following a thorough process involving engagement with the NEWB Guidelines for developing a Code of Behaviour, 2008 and whole staff training with SESS during the school year 2011-2012.

**What is the Rationale behind this policy?**

This policy was developed to help fulfil the schools philosophy and to achieve its overall aims.

*Its primary objectives are:*

1. To promote positive behaviour and to allow the school to function in an orderly and harmonious way.
2. To enhance the learning environment where children can make progress in all aspects of their development.
3. To nurture each child to develop his/her potential in a caring environment where the talents of each child are valued.

**Aims:**

1. To ensure an educational environment that is guided by our vision statement.
2. To allow the school to function in an orderly way where children can make progress in all aspects of their development.
3. To create an atmosphere of respect, tolerance and consideration for others.
4. To provide a classroom situation conductive to learning.
5. To ensure the safety and well-being of all members of the school community.
6. To assist parents and pupils in understanding the systems and procedures that form part of these procedures.
7. To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.
8. To nurture a sense of pride in the school buildings, its contents and environment and help to maintain it as an attractive learning environment.
9. To foster self-discipline in pupils and train them in good behaviour patterns based on considerations, respect and tolerance towards others.
10. Children take pride in their own appearance, belongings and the standard of the presentation of their work.

**Guidelines for Behaviour in School:**

The following are the standards of behaviour the school expects from the pupils.

Prior to the registration of a pupil, the Principal Teacher in accordance with the Education Welfare Act Section 23(4) shall provide the parents of the child with a copy of the schools’ code of behaviour and as a condition of registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child.

*Standards of behaviour in our school reflect*.

* Respect for ourselves and others.
* Kindness and to help others.
* Courtesy and good manners.
* Fairness.
* Readiness to use respectful ways of resolving difficulties and conflict.
* Forgiveness.

Our standards describe the commitment that the school expects from students.

This commitment includes:

* Regular and punctual attendance.
* Doing one’s best in class.
* Taking responsibility for one’s work and property.
* Keeping the rules.
* Helping to create a safe, positive and clean environment.
* Respecting staff.
* Participating in school activities.

Our Standards are also a way of signalling too members of our school community that certain kinds of behaviour are not acceptable.

For example:

* Behaviour that is hurtful including; bullying, harassment, discrimination and victimisation.
* Behaviour that interferes with teaching and learning.
* Threats or physical hurt to another person.
* Damage to property.
* Theft.

Standards of behaviour must be modelled by all adults in the school.

* With other adults.
* With parents and vice versa.
* With pupils.

**Whole school approach in promoting positive behaviour:**

In our school, we treat all children with respect and dignity. We seek to promote a strong sense of community and cooperation among staff, pupils and parents and all are agreed that their focus is primarily on the promotion and recognition of positive behaviour.

The following criteria was used in the development of our rules.

We feel that school and classroom rules work best when they are:

Kept to a minimum.

Written in clear, simple language stated positively, telling students what to do as well as what not to do.

Communicated and referred to regularly.

1. Staff will discuss, develop and implement the *Code of Discipline*.

Each will receive a copy. They will be required to implement it fairly, consistently and with a strong emphasis on the promotion of positive behaviour and incentives rather than on sanctions. The SPHE programme is used to support the code of behaviour, in assisting pupils to develop communication skills, appropriate ways of interacting and behaving and conflict resolution skills, through Circle Time, role play, discussion etc.

1. The Board of Management has a role in supporting the Principal Teacher in the application within the school of a fair code of behaviour.
2. The school needs the support of **Parents** in order to maintain a high standard of good behaviour and discipline. Parental involvement will include:
* Regular communication.
* Opportunity to review of a draft of code off discipline.
* Ensuring children are at school on time.
* Ensuring children complete homework assignments.
* Attending meetings at the school if requested to do so.
* Ensuring children have all necessary books etc.
1. Pupils will be involved in drafting the Code of Behaviour through classroom discussions and through working on Student Council when established.

**Positive Strategies for managing behaviour:**

*Classroom*

Behaviour in the classroom is consistent with the ethos as expressed in the code of behaviour and which sets a positive atmosphere for learning.

In each classroom there is a Classroom agreement in place. This is a colour-coded system addressing the areas of:

Learning, Communication, Property/Belongings and Personal Safety. Based on each

The code is based on each child’s rights and responsibilities. Children input into this classroom agreement and through discussion both staff and pupils implement the agreement to provide the best learning targets for each child.

*Playground*

* The rules for the playground emphasise positive behaviour and are communicated to the pupils clearly and frequently.
* Each class must play safely and fairly in their designated area and follow the directions of the supervising teacher.
* The pupils will only use the games and equipment that has been designated for lunchtime use.
* Access to the upper pitch is for classes 3rd-6th and will be weather permitting.
* Pupils will remain in their classes on wet days, engaging in assigned activities or games and be supervised by three staff one on the corridor.
* Pupils are supervised to and collected from the playground by staff on duty and/class teacher.

*Other areas of the school:*

When moving between classes or to GP room pupils must walk in an orderly manner under the supervision of their teacher.

(See appendix 1 and 2)

 Scoil Mhuire Fatima

 Behaviour Agreement

Property

Communication

Safety

Learning

Property

**Right:**

When I am in school or in my class others will mind (respect) my property and belongings.

**Responsibility:**

When I am in school or in my class I will treat all property and belongings with respect.

**School Code of Conduct with regards to Property:**

1. That children come properly prepared for their class:

*This means:*

* That they have proper pens, books and copies. It delays class if they do not have these.
* That they carry their books in a school bag; this prevents loss and keeps books from becoming tattered and damaged.
* That their belongings should be clearly labelled to prevent loss.
* That they bring any special equipment required, otherwise it may be impossible to take part in that subject without them.
1. That children are tidy and careful with school property:

*This means:*

* That they do not break, damage or deface school property; other students have to use it and it is expensive.
* When using equipment or books, returning them in their original condition after class; to facilitate other users.
* Taking pride in the appearance of the school and avoid littering; no one likes messy surroundings.
* That they take care of the condition of books from the book rental scheme.

Learning

**Right:**

When I am in my class, it is teachers’ job to teach, others will listen so I can learn.

**Responsibility:**

When I am in class, it is teacher’s job to teach, I will listen so others can learn.

**School Code of Conduct with regards to Learning:**

We expect that your child does their best to work both in class and with their homework.

*This means:*

* That they listen to the teachers; teacher is only trying to help.
* That they don’t disturb the class i.e. talking out of turn, answering back, passing comments, continuous talking or unauthorised movement around the classroom; it is unfair to those who wish to learn.
* That they do their homework each night written and oral; It is back-up to the work done in class
* That they always have their homework journal and take down the homework in it; It helps them to remember what they have to do.
* That they get their journal signed every night.

Communication

**Right:**

When I am in class and teacher asks me to speak I may speak and others will listen. Others will communicate with me respectfully (kind words).

**Responsibility:**

When I am in my class and it is the turn of others to speak they may speak and I will listen. I will communicate with others respectfully (kind words).

**School Code of Conduct with regards to Communication:**

Children are expected to come to school every day and arrive on time.

*This means:*

* That your child attend school everyday unless it is absolutely unavoidable or if you are ill.
* That if your child misses school you sign the absence notes in the back of the homework journal.
* The school under the Education Act must inform the National Educational Welfare Board if your child misses more than twenty school days in the year.
* That if your child must leave the school during the day that they are collected from the school and a parent must sign the sign out book. If anyone other than a parent is collecting the child a note must be sent in that morning.
* The children will not be allowed to walk home from school during school hours.
* That if your child is unavoidably late, they bring a note or you call the office.

Safety

**Right:**

When I am in school I will not be harmed or hurt by anyone (kind hands, kind feet).

**Responsibility:**

When I am in school I will not harm or hurt anyone (kind hands, kind feet).

**School Code of Conduct with regards to Safety:**

1. That the children act in a proper manner around the school.

*This Means:*

* That they may not leave the designated play areas during breaks without permission; it is in the interest of safety as the school is responsible for them during school hours.
* Walking in an orderly way between rooms along the specified routes; it avoids confusion and accidents.
* Waiting quietly in line before entering classrooms; it avoids confusion and accidents.
* Taking their break in the manner and area specified; it is safe and helps with supervision.
* Chewing-gum, crisps and peanuts are not allowed and eating and drinking during class is forbidden. All lunch leftovers are to be taken home; it is to help with the general hygiene in the school and ultimately your child, you are asked not to send in peanuts with your child as some children are allergic to them.
* All break times are taken outside unless it is raining; it is healthier.
* If a child is required to stay in during lunch they must be accompanied by a note from a parent.

We expect that children should come to school in their school uniform.

*This means:*

* That your child wears full school uniform; because they are expected to wear it.
* That their uniform is clearly labelled; to prevent loss.
* That they wear a coat during the winter; to keep them warm.

We expect that the children have respect and consideration for other students.

*This means:*

* Being helpful and treating others with good manner and respect; as everybody is entitled to this.
* Not picking on or bullying others; because this causes fear, hurt and misery.
* Not fighting, using words or with fists/feet whatever the circumstances; this can result in serious injury.
* That they do not push or shove their way around; this too can lead to accident or injury.
* That they respect the property of others.

We expect that children respect all teachers, staff members and yard supervisors.

*This means;*

* That then children are courteous and respectful to them; everyone is entitled to this.
* That this applies also when accompanied by teachers, parents, coaches and ancillary staff outside the school; it makes an outing more enjoyable for all.

We expect that children have respect and consideration for all others in the school.

*This means:*

* That you child is courteous and respectful to them; it creates a positive school atmosphere.

(See appendix 3)

**Code of Conduct for Parents or Guardians:**

Parents/Guardians are expected to:

* Ensure their children attend school and are punctual.
* Equip pupils with appropriate school materials, a sufficient healthy lunch and full uniform.
* Be courteous towards pupils and staff.
* Make an appointment to meet with a teacher/Deputy Principal/Principal through the office.
* Respect school property and encourage their children to do the same.
* Label pupils coats and other personal property.
* Strictly supervise pre-school children, when in the school and/or on the school grounds.

As the Board of Management is responsible for the Health & Safety of all staff and students, parents/guardians are requested not to approach or reprimand another persons’ child on the school premises.

(See Appendix 4)

**Rewards and Sanctions:**

A number of strategies to acknowledge and promote positive behaviour are in use in the school.

Rewards Include:

* Praise and attention, verbal and non-verbal.
* Stickers.
* Extra playtime-whole class reward.
* Extra physical education time- whole class reward.
* Dalta na Seactaine (Child of the Week)- rewarded based on behaviour and hard work. Rewards include certificate, homework pass and a lucky dip.
* Treasure box- for exceptional behaviour- small gift e.g. a pencil/rubber.
* Awarding points to groups according to their group seating arrangements.
* Awarding class points using the ‘Class Dojo’ system (www.classdojo.com). For every 30 points children earn a Homework Voucher, Free Computer Time etc. Points are deducted for negative behaviour. Child receives a star for answering the bonus question. 5 stars will get the child a homework pass.
* Test bonus questions:
* Inform parents, principal and the school community of ‘good choices’.
* Special duties given to children i.e. line leader, light leader, messenger, table captain – wearing a medal to represent , class jobs, green schools’ representative and active flag representative.
* Letter home in the child’s journal acknowledging positive behaviour.
* Acknowledging and affirming good behaviour through positive language, praise and class reward schemes including: ‘No homework’ vouchers.

 Star of the week certificate.

 Happy Gram

 Good news story- note to the principal – prize given.

 Special mention at assembly.

 Marbles in a jar: teachers can decide with the class what happens when a particular number of marbles is reached. For example they may have a vote on whether they should take the reward or bank the marbles for a greater reward later or they keep the smaller reward and continue to work toward a larger one.

* Good to be Green Scheme: all children begin on green each day on a class behaviour chart to demonstrate the expectation that each day will be a positive one Children can earn golden time for good behaviour and manners.
* Golden Time: On Friday afternoons children may be rewarded and extra “Golden Time” playtime for good behaviour throughout the week.

**Sanctions:**

The following sanctions may be used by teachers when dealing with unacceptable behaviour.

* Reasoning with the pupil.
* Reprimand, including advice on improvement.
* Extra written work to be completed outside of school time.
* Temporary separation from peers or friends in class, in another class or in the yard. This is known as a “Time Out”:

 A “Time Out” consists of sending the child in question to another classroom, with work, for a timed period; based on their age. The teacher receiving a child into their class should not try to rectify the situation. They should make a note of the time, then direct the child to a place in the classroom where they will not disturb others. At the end of the predetermined time, the teacher should send the child back to their class.

* Loss of privilege i.e. recreational activity.
* Referral to principal.
* Communication with parents for “Code Red” offences.
* Suspension.
* Expulsion.
* Children will be reminded of the schools Code of Behaviour, when negative behaviour is present. However if a child participates in very serious behaviour the child will be given the code colour card and the child will be dealt with by the Principal immediately.
* Written records will be kept by class teachers of all instances of serious misbehaviour, as well as a record of improvements.
* Communication with parents will be verbal or in the form of a letter, depending on the circumstances.
* Parents will be invited to discuss issues with the class teacher and/or Principal where appropriate.

**Strategies for familiarising children with the School Code of Conduct and appropriate actions/behaviour expected of them within the school.**

School Code of Behaviour evident on the classroom walls in pictorial format with colour/word association:

* + Code Green : Communication.
	+ Code Red : Safety
	+ Code Yellow: Teaching and Learning
	+ Code Blue : Property/School and People.
* Rules for good behaviour formally taught at start of school term.
* Regular revision of rules at class and whole-school level.
* Kind hands, kind feet, kind words.
* Good communicator: hands up “lamh suas”, listening and eyes looking.
* Six legs on the ground, 2 of the children’s, 4 on the chair.
* Modelling, prompting and praising appropriate behaviour/manners (verbal and non-verbal attention for good-behaviour – praise, smile, thumbs up etc.)
* Discussion/role play of appropriate of appropriate behaviours with the class as part of S.P.H.E. programme.
* Regular communication with parents.
* ‘S’ for silence, ‘S’ for safety used while lining up in particular or moving through the school.
* Advice or guidance given to children in situations where they are unsure of how to deal with a particular behaviour.
* Engage in a discussion with the pupil and agree on a more appropriate way to act in the future.
* Communicate with parents verbally or through a letter written in the child’s journal.

**Suspension**

Suspension shall be defined as: “requiring the student to absent himself/herself from the school for a specified, limited period of school days”

The board of management has the authority to suspend a student. In this school, the authority has been formally delegated to the Principal.

A single incident of serious misconduct may be grounds for suspension. Generally, however other interventions, as outlined above will have been tried.

Grounds for suspension:

The decision to suspend a student will be taken on such grounds as the following:

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

The school management is aware of the risks associated with suspension, such as an increased sense of alienation from school which could lead to a cycle of behavioural and academic problems. School management has been, and will continue to be proactive in avoidance of suspension of any student.

Whilst suspended, the student shall continue to retain a place in the school.

**Suspension Procedures:**

Where a preliminary assessment of the facts confirms serious misbehaviour that warrants a suspension, the school shall:

Inform the student and their Parent(s) about the complaint. Parents may be informed by phone or in written format. The obvious advantage of the written format is that it presents a formal and permanent record. Written notification will include:

* The period of suspension and the beginning and end date of suspension.
* The reasons for the suspension.
* Arrangements for return to the school (parents will be asked to reaffirm their commitment to the code of behaviour)
* The provision of an appeal to the Board of Management.
* The right to appeal to the secretary general of the Department of Education and Science.

Allow Parents and child the opportunity to respond. A meeting shall be arranged with the Parents. Should the Parents fail to attend a meeting, the Principal shall write, advising of the gravity of the matter and the duty of the school authorities to make a decision to respond to the negative behaviour. These invitations shall be recorded.

In case of immediate suspension, parents will be immediately notified, and arrangement will be made with them regarding collection of the child. The school will always have a regard to its duty of the care for the child.

**The period of suspension**

A suspension will last one, two or three days. A student will not be suspended in excess of three days, except in exceptional circumstances where the Principal considers that a longer suspension is needed, in order to achieve a particular objective. This will require Board of Management approval.

The Board of Management will place a ceiling of ten days on any once suspension, in these exceptional circumstances.

**Section 29 appeal.**

Where the total number of days, for which the student is suspended in the current school year reaches 20 days, the parents may appeal the decision under section 29 their right to appeal, and will be given information about how to appeal.

Suspension as part of a behaviour management plan

It is envisaged that suspension be part of an agreed plan to address the students’ behaviour. Suspension shall allow:

* The school to set behavioural goals for the students.
* The school staff to plan for interventions.
* The school to impress upon parents and student the seriousness of their behaviour.

**Grounds for removing a suspension**

A suspension may be removed if the Board of Management decides to remove the suspension for any reason, or if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under section 20 of the Education Act 1998.

**Reintegrating the student**

A member of staff will be appointed to provide support to the student during the reintegration process.

**Expulsion**

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

Expulsion will be a proportionate response to a student’s behaviour and will be only taken in response to extreme cases of unacceptable behaviour. The school will take significant steps to address the misbehaviour and to avoid expulsion of the student including as appropriate

* Meeting the parents and the student to try to find ways to help the student to change their behaviour.
* Making sure that the student understands the consequences of their behaviour if it should persist.
* Ensuring that all other options have been tried.
* Seeking the assistance of support agencies e.g. N.E.P.S., N.C.S.E., H.S.E. community services N.B.S.S.

**Grounds for expulsion**

A proposal to expel a student will involve serious grounds such as that:

* The students behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
* The students presence in the school constitutes a real and significant threat to safety
* The student is responsible for serious damage to property

**Expulsion for a first offence**

In extraordinary circumstances, the Board of Management may form the opinion that a student should be expelled for a first offence. The following such behaviour may warrant this sanction:

* A serious threat of violence against another student or member of staff
* Actual violence or physical assault
* Supply of illegal drugs to another student or students
* Sexual assault

**Procedure in respect of expulsion**

The following steps will preface any expulsion.

1. Preliminary assessment of the facts.
2. A detailed investigation carried out under the direction of the Principal.

In investigating an incident, the Principal shall

* Inform the Parents and student about the alleged misbehaviour, how it will be investigated and that it could result in expulsion. This shall be in written format.
* Give parents and the student the opportunity to respond to the complaint.

Where expulsion may result from the investigation a meeting with the student and parents is essential. If they refuse to attend a meeting, the principal shall write to them advising of the gravity of the matter, the importance of attending a rescheduled meeting and failing that, the duty of school authorities to make a decision to respond to this inappropriate behaviour. The school will record the invitation to parents and their response.

1. A recommendation by the Principal to the Board of Management.

Where the Principal forms a view, based on investigation of the alleged misbehaviour that expulsion may be warranted, the Principal, shall make a recommendation to the Board of Management to consider expulsion. The Principal shall:

* Inform the Parents that the Board of Management has been asked to consider expulsion.
* Ensure that the Parents have records of the allegations against the student, the investigation, and written notice of the grounds on which the Board is being asked to consider expulsion.
* Provide the Board of Management with the records as listed above.
* Notify the Parents of the date of the hearing and invite them to that hearing.
* Advise the Parents that they can make a written and oral submission to the Board of Management.
* Ensure that the Parents have sufficient notice of the hearing.
1. Consideration by the Board of Management of Principals recommendation and holding of a hearing.

 The board shall review the initial investigation and satisfy itself that the investigation was conducted in line with fair procedures. The Board shall undertake its own review of all documentation and circumstances of the case. No party with direct involvement in the circumstances of the case shall be part of the Board’s deliberations.

The Board, if satisfied as outlined above, shall hold a hearing. At the hearing, both Principal and parents shall put their case in each other’s presence. The board shall be and shall be seen to be inpartial. Parents may wish to be accompanied to this meeting. The Board shall facilitate this.

1. Board of Management deliberations and actions following the hearing.

Having heard from both parties, the Board shall decide whether expulsion is the appropriate sanction. Where the Board decides that expulsion is the appropriate sanction, the Board shall notify the Education welfare officer in writing, giving reasons for its opinion. The student shall not be expelled before the passage of twenty school days from the date on which the EWO receives this notification, in line with the Education Welfare Act 2000, s24 (1)

1. Consultations arranged by the Education Welfare Officer.

The Education officer must:

* Make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance.
* Convene a meeting of those parties who agree to attend.

The purpose of these consultations is to ensure that arrangement are made for the student to continue in education. Pending these consultations, the board of Management may take steps to ensure that good order is maintained and that the safety of students is secured, in accordance with Educational Welfare Act 2000, s24 (5). The board may consider it appropriate to suspend the student during this time. Suspension shall be considered where there is a likelihood 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 students or staff.

1. Confirmation of the decision to expel.

Where the twenty day period following notification to the Educational Welfare Officer has elapsed and where the Board of Management remains of the view that these student be expelled, the Board of Management shall formally confirm the decision to expel. Parents shall be notified immediately. Parents shall be informed of the right to an appeal and be supplied with a standard form on which to lodge this appeal. A formal record shall be kept of the decision to expel the student.

**Appeals**

The Board of Management recognises that a Parent may appeal a decision to expel the student to the Secretary General of the Department of Education and Science. (Education Act 1998, section 290). An appeal may also be brought on behalf of the student by the Education Welfare Officer.

This policy was adopted by the Board of Management in Dec 2012.

This policy has been made available to school personnel and provided to the Parents’ Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel and provided to the Parents’ Association. A record of the review and its outcome will be made available, if requested to the patron and the Department.

Fr Breen Ann Bergin Martina Mulhall

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Chairman BoM Principal Deputy Principal

**Appendices:**

Appendix 1.) Response Strategy for pupil outburst-Turtle Technique.

Appendix 2.) Communicating calmness in a crisis.

Appendix 3.) General Rules-Overview.

Appendix 4.) Parent/Guardian Information letter.

Appendix 1.)

**Response Strategy for Pupil Outbursts:**

1. Recognise extreme frustration.
2. Hold up the image of the Turtle.
3. Say nothing.
4. Step back.

**Children have been taught the Turtle Technique in all classes.**

Allow the child to go to the designated space to do **Tinys’ Anger Management Steps** so that they can become calm, collect their thoughts and decide what to do.

If the Turtle Technique does not succeed, then say ***‘*Let’s Go’** and at this point go to the Principal or Deputy Principal.

Designated Turtle Technique space on the pitch is by the fence near the school garden.

Designated turtle technique space in lower yard is at the fire-exit door to 2nd class.

Indoor designated space is the green couch in the front porch.

Appendix 2.)

**SESS BEHAVIOUR RESOURCE BANK**

**Advice Sheet**

**15**

**COMMUNICATING CALMNESS IN A CRISIS**

Perhaps the most important skill of all is to be able to remain calm even in the most difficult and challenging of situations. When we are calm and we communicate this to others by our body language, voice and actions, we are more likely to remain in control of a situation. Conversely, when we are not calm, angry or frightened or in a temper, that is when we are more likely to say something or do something that we might later regret. How do we show calm? This image is from Dave Hett’s “Challenging Biour: Principles and Practices”.



Appendix 3.)

**General Rules**

All pupils’ absences must be covered by a telephone call or note to the class teacher.

Pupils may not leave school early unless collected by a parent or other adult by pre-arrangement with their teacher.

Pupils must wear full school uniform and PE uniform only on PE days.

All books, garments, sports gear and lunch boxes must be clearly marked with the pupils’ name.

The school has a Healthy Eating policy and the guidelines should be followed with just one sweet item allowed on Fridays.

Chewing gum is **not** allowed in the school.

Pupils are not allowed to bring mobile phones into school.

Pupils must be kind, respectful and courteous to all persons in the school community at all times.

Appendix 4.)

Dear Parents/Guardians,

The Board of Management of our school as directed by CPSMA wish to point out that in accordance with Child Protection Guidelines the school management needs to know at all times who is on the school premises.

To comply with this directive please note the following:

1. The doors at the front of the school will be locked at all times.
* Please ring the bell and speak to the secretary.
1. All Parents/Guardians/Visitors need to check in with the secretary at reception.
* **Parents/Guardians/Visitors must not walk to any classroom door (With the exception of collecting infants at 1.40pm).**
1. As a school we value our close working relationship with Parents and Guardians and understand that close co-operation between home and school is in the best interest of all pupils.

**However for health and safety reasons teachers must not leave their classes unattended to speak to parents in the corridor**.

Therefore, we ask you to use the homework journal to inform the class teacher of regular day-to-day situations with regards to your child.

**Alternatively**, an appointment to meet the class teacher, the Deputy Principal and the Principal can be made by speaking to the secretary.

1. Parents/Guardians wishing to collect children early will be asked to use a sign-out book and your child will be brought to meet you in reception.
2. Signing in will also be in operation for returning from appointments etc.
3. Please note that we do not have a full-time secretary but the phones will be answered as best we can from:

 9am-10.50am

 11am-12.30pm

 1pm-2.40pm

Please leave a message on voicemail as this is also checked.

We thank you in advance for your co-operation.

**Parents Review Nov 2012 Ratified by BOM Dec 2012**

 **Fr Breen Ann Bergin Martina Mulhall**

**Fr. Breen Ann Bergin Martina Mulhall**

**Chairman BoM Principal Deputy Principal**