



Code of Behaviour

Background:

Discipline comes from the Latin word *dicere* which means "to learn". The close connection between discipline and learning is emphasised by the term *discipulus* which means "disciple" - one who learns from his master. The other term which highlights the connection is the word *disciplina* which means "training", "learning", and so forth. Subject areas are disciplines because the learner submits himself/herself to the rules implicit in them. The mark of progress becomes an increasingly disciplined approach to the subject and to many aspects of life.

What a teacher seeks to achieve through the exercise of his/her authority is self discipline by the pupils in worthwhile pursuits. A child can learn genuine self discipline only through self-generated activity and experience and not through impositions by another authority. A child needs space to make mistakes for he/she has to learn to evaluate the consequences of the actions for himself/herself and others. Discipline can be defined as the sum of experiences in our lives that enable us to grow up. (Castle, 1968.)

The long term aim of discipline in schools is the development of social awareness and responsible behaviour in children, in other words the development of self discipline.

Introduction:

Our discipline and behaviour policy is predicated on the belief that behaviour is learned so it follows that acceptable behaviour can be taught. We teach acceptable behaviour like we teach an academic subject. Teachers being in *loco parentis* treat their classes as a parent would treat a very large family. Tensions will sometimes

arise for it has become a fact of life that the behaviour expected in school may differ from that accepted in the home.

The aims of primary education may be stated as:-

- (1) to enable the child to live a full life as a child;
- (2) to equip her/him to avail her/himself of further education so that she/he may go on to live a full and useful life as an adult in society.

The teachers are committed to the realisation of these aims. The Board of Management of the school is committed similarly. Parents of children in this school have been strongly supportive of these aims for many years.

The ethos of our school is a major factor in establishing and maintaining high standards of behaviour and discipline. Pupils will experience a sense of caring and belonging. Their spiritual, moral and religious development is encouraged, as is their intellectual, social and academic development. All efforts will be made by the staff to adopt a positive approach to the question of behaviour and achievement. Greater emphasis will be placed on reward rather than on sanction. We have a strong sense of community within our school and a high level of cooperation among teaching staff and between staff, pupils, parents, Parents Association, Board of Management and ancillary staff.

All members of the teaching staff have been involved in planning the code. It has been ratified by the Board of Management.

In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruptive free environment.

The Code of Behaviour aims

1. To create an atmosphere of respect, tolerance and consideration for others.
2. To promote good behaviour and positive relationships
3. To promote the efficient operation of the school and the structuring of in-class behaviour so that there exists an efficient and stimulating environment.
4. To promote the maintenance of good order and safety throughout the school day, including break times, sports activities and all movements between classes.

5. To promote the development of a sense of responsibility and self-discipline in all pupils based on consideration, respect and tolerance for others.
6. To promote the development of self-esteem in the pupils and a true sense of one's self worth.
7. To promote the development of respect for school buildings, all school property and the general school environment.
8. To ensure that the school's expectations and strategies are widely known and understood by the school community

Principles of our Behaviour Policy

If our school is to achieve a happy, secure environment where the children can develop and learn to their full potential, a positive, friendly, caring and encouraging atmosphere will provide a framework which promotes constructive behaviour and discourages unacceptable behaviour that is dangerous to oneself, others or which may be disruptive or anti-social. The school code places a greater emphasis on reward rather than on sanctions, with the aim that pupils will acquire the skills of self-discipline. Therefore, every effort will be made by all members of teaching staff to adopt a positive approach to the question of behaviour in the school.

The school's policy is based on the principles of caring, fairness, respect, tolerance, compassion and courtesy. The attitude of the teaching staff will have a critical bearing on how successful the policy is likely to be. Staff shall consider themselves responsible at all times for the behaviour of children within sight or sound of them and shall respond promptly and firmly to any incident of unacceptable behaviour. However parents are also responsible for their children's behaviour in school.

A central concept of our discipline policy is the basic fact that no child has to misbehave. They can make responsible choices. When anyone does misbehave, then he or she is making a positive choice to do so. Children can always choose to "behave". Pupils have to know that good behaviour brings desirable consequences and bad behaviour brings unpleasant consequences.

Flowerfield National School recognises the variety of differences that exist between children, and the need to accommodate these differences. School rules are kept to a minimum, and are devised with regard for the health, safety and welfare of all members of the school community.

School Timetable

School Opens:	8.50am
Class Begins	9.10am
School Closes	
Infants	1.30pm
Other Classes	2.30pm

Our policy has three chief elements:-

A. RULES

Pupils are informed of expected and acceptable levels of behaviour.

B. REWARDS

In order to encourage pupils to choose to follow these rules and guidelines, a system of praise, affirmation and positive feedback is in place.

C. BEHAVIOUR CHECKS

Pupils who choose to break a rule will know that there will be consequences.

The school recognises the variety of differences that exist between children and the need to accommodate these differences.

Standards of Behaviour

Adults in our School Community

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

Pupils

In order to create an ordered and orderly environment in which pupils can feel secure and make progress every pupil is expected to:

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

Our school rules reflect these standards:

- Be in school by 9.00a.m.
- Be neat and clean
- Directions given by the supervising teachers are to be complied with
- Any form of bullying is unacceptable
- Children should be responsible for their own belongings and have them labeled
- In the interest of safety, no sniffing or ingesting of inappropriate liquids
- Chewing gum is not allowed. Glass bottles or cans should never be used in school
- Respect all school property and keep the school environment clean and litter free
- Walk in the school building - corridors and classrooms
- There must be no climbing in the school grounds (except the climbing equipment for the junior room), onto window sills, trees, walls, gates or railings.
- No kicking, biting, rough behaviour or bad language
- No unsupervised rugby is permitted
- Harmful objects (e.g. sticks and stones) must never be thrown in the school grounds
- Matches, knives, lighters etc are forbidden
- The use of mobile phones is banned in the school (See policy)
- Dress appropriately - No extreme dress or hairstyles

At the beginning of each year the class teacher will draft a list of class rules in consultation with the children. These will reflect the school rules, will be class/age appropriate and shall be devised with regard to health, safety and welfare of all the members of the school community.

The standards expected in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school. These include school trips, swimming, going to and from the church, library, field trips and after school games.

General

1. **Punctuality:** Pupils must be in on time for school each day and return to class punctually after breaks. The official opening time of the school is 8.50am. Class for infants ends at 1.30pm. All other classes end at 2.30pm. No responsibility is accepted for pupils outside of these times. Those collecting children from school should always be punctual. Lateness causes great anxiety especially for younger children.

2. **Safety when entering or leaving the school:** Children must walk when entering or leaving the school and must use the footpaths on the roadway. Cyclists must dismount and walk when entering or leaving the school. Courtesy and respect must be shown to the school bus driver. Pupils must walk when coming from the bus in the morning and when going towards in the evening. Pupils must remain seated when on the bus and behave in an orderly safe manner.
3. **Attendances/Absences:** Every absence of a child from school must be accounted for, either by parents/guardians calling to the school or forwarding a written note. If a child has to leave school early or be absent from school for part of the day, a written note must be forwarded to the class teacher in school. This is to ensure as far as possible the safety of children throughout school hours.
4. **Illness:** Any infectious illness should be notified to the school immediately. Children should return to school only when fully recovered.
6. **Personal Property:** Children must have their names on their coats and all personal property such as school books, copies etc. Pupils must keep their mobile phones switched off at all times while on the school premises (as per school's mobile phone policy).

7.School Property: Pupils must respect all school property and treat all school books and equipment with care. Parents will be held accountable for the cleaning, repair or replacement of any school property, books or equipment wilfully damaged or vandalized by their children.

8.School Environment: Pupils must keep the school environment clean and litter free. Pupils are expected to cooperate fully in any clean up activities organised by the teachers.

Behaviour in Class

1. Pupils must have all books and materials or equipment required.
2. All pupils are expected to work to the best of their ability. Written work must be presented neatly.
3. Respect and courtesy are basic to classroom behaviour. Disrespectful behaviour towards other pupils, towards a teacher or ancillary member of staff or towards any visitors to the school is unacceptable.
4. Arrival and Dismissal – pupils should enter and leave class quietly and safely.

Behaviour out of Class

1. Corridors, toilets, yard areas.

Pupils should treat others as they would wish to be treated themselves. Pupils should behave in an orderly manner at all times and must walk when going from one area to another within the school buildings. This is to ensure the safety of themselves and all others.

Pupils must not behave in any way which endangers others or themselves.

Examples of behaviour which endangers are: roughness, fighting, kicking, striking, spitting, punching, tripping, throwing objects or verbal abuse.

Teachers will seek to ensure that standards of safety are observed and shall prohibit games or activities considered to be dangerous. Any directions given by teachers on these matters are to be followed implicitly.

2. Inclement weather

On such days pupils stay in the classroom. They must observe implicitly any directions given by teachers and safety procedures must be followed at all times.

3. Accidents

A child involved in any accident or hurt in any way must report or be reported to the teacher on yard supervision or to any other available teacher. The teacher may decide to attend to the injuries or to bring the child to a doctor or hospital. Where necessary, parents will be informed or asked to bring the child home or the teacher may arrange for the child to be brought home.

4. Bullying and Intimidation of Others

This is always regarded as a very serious offense. All forms of threatening behaviour are unacceptable. Children must be able to attend school and to go home safely and without fears. If children are being bullied or threatened, either verbally or physically, teachers must be told so that the matter can be dealt with effectively.

Bullying clearly runs counter to the school philosophy of promoting the ideals of care and respect. It is instilled in the pupils that nobody has the right to make another feel uncomfortable by any action or by any use of language. Good relationships and respect are emphasised to counteract bullying behaviour.

As a matter of policy, we encourage disclosure of information where instances of bullying occur or are suspected. Pupils are made aware that since bullying is an affront to human dignity and a violation of personal freedom, disclosure is

proper and necessary.

Types of Bullying:

1. Physical.
2. Verbal.
3. Gesture.
4. Exclusion.
5. Extortion.
6. E-bullying. (Telephone, e-mail, text messages, social media apps.)

The school will insist that children who are bullying shall be brought to school in the morning and collected each afternoon by their parents until the matter is resolved. These children may also have to be brought home at lunchtime.

Any parent who feels their child is being bullied should contact the class teacher or the principal in complete confidence without delay.

Affirming Positive Behaviour

Promoting good behaviour is the main goal of this code. As teachers we realise that positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. We will promote positive interaction between teachers and students, good class and school routines and establish clear boundaries and rules. We endeavour when possible to use positive language and reward good behaviour. It is vitally important that the code works in a fair way and that standards are clear, consistent and widely understood. At all times one needs to be mindful of age and stages of development of the pupils, personality and temperament and their personal history and experience.

Strategies/Incentives used

- A quiet word or gesture to show approval.
- A comment on a child's exercise book or homework diary.
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Delegating some special responsibility or privilege eg. ring bell, collect copies etc.
- Merit systems for good behaviour eg. stickers/stars.
- A mention to parent/guardian, written or verbal communication

Strategies For Dealing with Unacceptable Behaviour

Unacceptable behaviour will be dealt with as follows: (The nature of the behaviour

will determine the strategy)

- Reasoning with pupils and advice on how to improve
- Reprimand and advice
- Temporary separation from friends or others in own classroom
- Temporary separation to another classroom
- Time out area at breaktime
- Loss of privileges (e.g. school tours/trips, extra-curricular activities, jobs)
- Note in Homework Diary/Sheet
- Detention during breaktime or sit in hall outside staffroom. (under supervision)
- Extra work
- Behaviour Record Sheet
- Referral to Principal
- Communication with parents/guardians (Note in diary, verbally or telephone)
- Make good any loss or damage caused
- Records will be kept of all formal communication with parents

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher. In cases of repeated serious misbehaviour or single incidents of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child's behaviour.

Minor Unacceptable Behaviour

- Talking out of turn in class (if there is a repeated pattern, this is considered serious).
- Being late
- Copying work from others
- Not sharing with others
- Not completing school tasks
- Being inattentive during classwork
- Not completing homework without a valid reason
- Entering classrooms without permission
- Littering in building or school grounds
- Laughing or jeering at others mistakes
- Telling untruths
- Showing disrespect to teachers or other school employees, bus driver
- Disrupting lessons by causing distraction
- Not working to the best of one's ability
- Being lazy in starting work or deliberately wasting time
- Being generally rowdy

Serious Unacceptable Behaviour

Examples considered serious are:

- Making rude signs or annoying gestures
- Using vulgar or bad language,
- 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

Gross Unacceptable Behaviour

Examples that are considered very serious:

- Assault on a teacher or pupil
- Serious theft
- Serious damage to property
- Leaving the school grounds without permission
- Exposing others to inappropriate material on any device

These are dealt with from stage 2 up.

Bullying is dealt with at stage 3.

Sanctions plus Strategies to show disapproval of Unacceptable Behaviour.

Positive encouragements and reinforcement are regarded as primary in helping pupils to develop responsibility, a positive attitude and self discipline. However when a student wilfully disregards school rules and infringes on the rights of others to participate in an ordered and structured learning environment, sanctions may be needed. The overall responsibility for discipline within the school rests with the principal. Each teacher has responsibility for the maintenance of discipline within the classroom while sharing a common responsibility for good order within the school. In the event of reasoning with the pupil not being successful the following strategies will be used to show disapproval of unacceptable behaviour.

Stage One:

After receiving warnings, detention during a break will occur, (a short break will be afforded). If there is no improvement in behaviour we move on to stage two.

Stage Two:

After receiving warnings and detention during break a written note will be sent home to be signed by parents. If there is still no improvement in behaviour we move on to stage three.

Stage Three:

Warning and detention. Loss of privilege and parents are contacted regarding child's ongoing misbehaviour.

Stage Four:

Suspension. If there is no improvement in behaviour the Chairperson of the Board of Management will be informed. The parents will be requested to come to the school and the pupil will be suspended for a period. Suspension will be in accordance with the terms of Rule 130 (5) of the Rules for National Schools.

Some Gross Misbehaviour are only dealt with from stage three up. In the case of gross misbehaviour the Board shall authorise the Principal to sanction an immediate suspension, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with Rule 130 (6).

Record Keeping

Each teacher will keep records of pupil progress, behaviour and achievement as appropriate. A detailed record will be kept in the school of all serious/ongoing instances of misbehaviour by pupils. Parents will be informed and the records kept on file.

Effectiveness of our Discipline Policy lies with all partners in education.

Board of Management's Responsibilities

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities

- 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.

Teachers' Responsibilities

Support and implement the school's code of behaviour.

- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

Parents/Guardians' Responsibilities

The support and cooperation of parents/guardians is essential for the effective operation of the "Code of Behaviour". Parents/Guardians are invited to keep in close contact with regards to all aspects of their child's progress. The school appeals particularly to parents/guardians to ensure that pupils attend regularly and punctually.

- It is the policy of the school to assign homework on a regular basis. Parents are expected to take an active interest in their child's homework. They are asked

to check homework daily to see that it is completed before signing the homework diary.

- Pack a sensible nutritious lunch for school
- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation.
- Cooperate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.
- Inform school in writing when child is absent on the child's return to school (Dates and times). If, however, a child is absent with an infectious illness the school needs to be informed by telephone/email on the first day. The school reminds parents as per our Attendance Policy that the school is legally obliged to report absences of 20 days or more in a school year to the Education Welfare Board.

Suspension

Normally, other interventions will have been tried before suspension and the school staff will have reviewed the reasons why these have not worked. Suspension can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour. The decision to suspend a pupil will follow from serious/gross misbehaviour:

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

Procedures for Suspension

The Board of Management and staff of Flowerfield N.S. will follow the procedures for suspension and expulsion outlined in the Guidelines for Schools on Developing a Code of Behaviour (Chapters 10-12)

Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. Accordingly, pupils and their parents will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond to an allegation

before a decision is made and before a serious sanction is imposed. In exceptional circumstances, the principal/Board may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person (p73). Automatic suspension will apply in the event of a student engaging in gross misbehaviour

The Board of Management will also follow the factors to consider before suspending a student (p72) and the factors to consider before proposing to expel a student (p82)

In relation to suspension,

- Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing and copies of all correspondence will be retained. In some circumstances it may be necessary to contact parents by phone to first inform them of the issue.
- The parents/guardians and the pupil will be invited to meet with the Principal and/or Board of Management to discuss the proposed suspension
- The Board of Management has delegated the responsibility for suspension to the principal in the event that immediate suspension of a pupil is warranted (Guidelines p73). The parents/guardians and child will be invited to discuss the matter with the principal and the procedures governing suspension will be applied.
- Where parents do not agree to meet with the principal, written notification will serve as notice to impose a suspension
- A written statement of the terms and date of the termination of a suspension will be given to parents and guardians. A suspension will not be for more than three days, except in exceptional circumstances where the principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective. the letter will confirm;
 - The period of suspension and the dates on which the suspension will begin and end
 - the reasons for the suspension
 - any programme of study to be followed
 - the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, the pupils and parents might be asked to reaffirm their commitment to the Code of Behaviour)
 - The provision for an appeal to the Board of Management and the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998 Section 29)

- The suspension will be recorded on the NEWB "Student Absence Report Form" (when applicable)
- When a period of suspension ends, the child will be readmitted formally to the class by the principal. The school will assist the pupil in catching up on work missed and the pupil will be given the opportunity and support for a fresh start
- Where a satisfactory solution of a problem is achieved, a pupil may be readmitted to school within a suspension period at the discretion of the principal and/or the Chairperson of the Board of Management
- If a pupil continues to misbehave s/he may be suspended for a major fixed period (up to 10 days) to allow for consultation with both the pupil and the pupil's parents/guardians to address the issues
- As outlined above, parents/guardians and pupil will be given the opportunity to discuss the issues with the principal/Board of Management
- The Education Welfare Officer will be informed when a student has been suspended for six days or more cumulatively
- Section 29 Appeal - when the total number of days for which the student has been suspended in the current school year reaches 20 days the parents may appeal the suspension under Section 29 of the Education Welfare Act and will be given information about how to appeal

Removal of Suspension (Reinstatement)

During a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school's Code of Behaviour and the principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The principal will facilitate the formal reinstatement of the pupil to the class.

Procedures for Expulsion - The procedures outlined on pages 83-86 of the Guidelines will be followed (see steps 1-6 below)

- Subsequent to the above suspension procedures and meetings with parents/guardians, if serious or gross incidents of misbehaviour continue, the pupil will be recommended for permanent expulsion by the Board of Management. In exceptional circumstances, pupils may be expelled for a first offence - see p 81. Automatic expulsion will apply in the event that
 - The pupils behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
 - The pupils continued presence in the school constitutes a real and significant threat to safety
 - The student is responsible for serious damage to property

- Step 1 - A detailed investigation carried out under the direction of the principal
 - Step 2 - A recommendation to the Board of Management
 - Step 3 - Consideration of the Board of Management of the principal's recommendation; and the holding of a hearing
 - Step 4 - Board of Management deliberations and actions following the hearing
 - Step 5 - Consultations arranged by the Education Welfare Officer
 - Step 6 - Confirmation of the decision to expel
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- A record will be kept in the school of all instances of serious misbehaviour by pupils
 - Breaches of behaviour will be recorded in writing by the class teacher and if necessary by the principal
 - Other relevant school policies (eg. Health and Safety) will be referred to as appropriate
 - The school's Anti Bullying Policy is attached to this policy

Pupils with Special Needs

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

Interventions and support - list of options

- Classroom management plan as agreed with all students at the start of the school year
- Social skills programme as part of SPHE
- Yard games/activities organised if the behaviour is taking place on the yard
- As mentioned in policy, a reward system will operate in each class
- Use of Behaviour Monitoring Card/Plan/Chart for particularly disruptive students. The student may get behaviour comments/stickers/smiley faces (age

- appropriate) from teachers throughout the day
- Use a behavioural check-list
 - A Behavioural Plan may be considered when a child consistently exhibits challenging and disruptive behaviour. A Behaviour Plan will focus on a limited number of behavioural targets. It is envisaged that the child will be involved in the setting of targets. If a child is entitled to a support teacher on the basis of his behavioural needs, the support teacher may set targets in consultation with the child, the class teacher and the parents.
 - For pupils who exhibit particularly challenging behaviour, support services may be requested to assist in responding to the needs of the pupils. Sources of support may include, the National Educational Psychological Service (NEPS), HSE Community Psychology Services and the National Council for Special Education

If a parent has any concerns about their child's behaviour or progress they should contact the school without delay.

This code of behaviour has been reviewed and ratified in May 2019.

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**Chairperson Board of
Management**

Principal