

CODE OF BEHAVIOUR

Introductory Statement

This Code of Behaviour has been devised by the Principal and staff of St. Pius X G.N.S in consultation with the members of the Board of Management, and parent's representatives. It was devised during the 2nd term of the 2010/2011 school year. It was reviewed in March/April 2018.

Rationale

The Board of Management of St. Pius X G.N.S decided to review the Code of Behaviour Policy to ensure that it is in compliance with legal requirements and good practice as set out in **Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008, Túsla Strategy for School Attendance 2015 and The Child Safety Procedures 2017**. It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify:

- A. The standards of behaviour that shall be observed by each student attending the school;*
- B. The measures that shall be taken when a student fails or refuses to observe those standards;*
- C. The procedures to be followed before a student may be suspended or expelled from the school concerned;*
- D. The grounds for removing a suspension imposed in relation to a student; and*
- E. The procedures to be followed in relation to a child's absence from school.*

Mission Statement

St. Pius X G.N.S is committed to helping its pupils grow maturely towards self discipline and good behaviour and the pursuit of excellence in education within a supportive Christian environment. School policy calls for a positive approach to discipline. This should appeal to the children's better nature and should encourage an acceptable standard of behaviour. The school places greater emphasis on reward than on sanctions, in the belief that it will, in the long term, give the best results.

Home and school both play essential roles in the achievement of these standards; hence co-operation between parents and teachers is vital. School policy therefore emphasises **Good Conduct**. It is based on **Respect** for one's self, for the family, for fellow pupils, for school staff, for the community at large, for property and for the environment.

Aims

In devising this code, consideration has been given to the particular needs and circumstances of this school. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. This code of behaviour describes the school's expectations about how each member of the school community will help to make the school a safe place for teaching and learning. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school and the over-riding aims will be –

- To ensure an educational environment that is guided by our mission statement;

- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences;
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others;
- To enhance the learning environment and allow the school to function in an orderly way where children can make progress in all aspects of their development;
- To ensure the safety and well being of all members of the school community;
- To assist the parents and children in understanding the systems and procedures that form part of the Code and to seek their co-operation in the application of these procedures;
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school;
- To foster caring attitudes to one another and to the environment;
- To enable teachers to teach without disruption.

Guidelines for Behaviour in the School

The school recognises the variety of differences that exist between children and the need to accommodate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation between staff, pupils & parents. The rules are being kept to a minimum and are positively stated in terms of what pupils should do. Good behaviour will be seen to be rewarded. We have six golden rules:

The Six Golden Rules

1. I will be kind in all I say and do – I will not hurt others.
2. I will be honest and truthful. I will not tell lies.
3. I will listen in class and I will do my work well.
4. I will take care of my property and will respect what belongs to others.
5. I will share with others and will be generous to those in need.
6. I will put my litter in the bin. I will not throw it on the ground.

While the school has expanded on these principles to outline the “school rules”, each class is required to draft their own class rules or charter, through consultation and discussion within the class and they will reflect the age and maturity levels of the students in the class. These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, telling students what to do as well as what not to do. The rules will be referred to regularly and will form part of SPHE lessons.

All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil. This should help to reduce boredom, lack of interest or lack of progress. Discipline is not intended to be harsh or repressive but rather seeks to help pupils recognise and overcome their own weaknesses. The “*no blame*” approach will be implemented in situations of continuous conflict. (See anti-bullying policy). **All incidents of bullying will be dealt with as outlined in the school’s Anti-bullying policy. (See separate policy)**

The School Rules and children with special educational needs.

Class teachers and specialist personnel (e.g. learning support/resource teachers, Special Needs Assistants) should check that standards and rules are communicated in a way that students with special educational needs can understand. This understanding will be checked from time to time,

especially where a student with special needs is acting in a way that would usually be seen as being in breach of the rules. Teachers will be given any support they may need in understanding how best to help a student with special educational needs to conform to the behavioural standards and expectations of the school.

Expectations for pupils, staff and parents

Pupils

Pupils can ***expect*** to

- Be treated fairly, consistently and with respect;
- Have their individual differences recognised and acknowledged when and if possible;
- To feel safe, respected and secure;
- Have positive behaviour reaffirmed;
- Have misbehaviour dealt with appropriately.

Pupils are ***expected*** to:

- Attend school regularly and punctually;
- Wear a neat school uniform;
- Work quietly and safely to the best of their ability at all times;
- Respect the right of others pupils to learn;
- Show respect for all members of the school community;
- Respect school property, the property of others and their own belongings;
- Keep the school environment clean and tidy;
- Have the correct books and materials in school;
- Follow class rules;
- Move quietly and carefully around the school;
- Line up in an orderly manner before and after break;
- Stay on the premises and within designated areas during school times;
- Do their homework to the best of their ability.

Staff

Staff can ***expect*** to

- Be treated with respect
- Teach in a well maintained physical environment relatively free from disruption;
- Get support and co-operation from colleagues and parents in order to achieve the school's aims and objectives;
- Be listened to and participate in decision making which affects their own work and that of the school in general;
- Work in an atmosphere that encourages professional development;
- Get support and professional advice from the Board of Management, Department of Education and Skills, the National Education Welfare Board, the National Council for Special Education and the National Educational Psychological Services to help to cater for the psychological, emotional and physical needs of their pupils;
- Have grievances dealt with according to agreed procedures as set out in the CPSMA handbook and in compliance with the school's Management Complaints Procedure.

Staff are ***expected*** to:

- Support and implement the school's Code of Behaviour;
- Be cognisant of their duty of care;

- Create a safe, welcoming atmosphere for their pupils;
- Develop and nurture a sense of self-esteem in each pupil;
- Praise desirable behaviour;
- Facilitate pupils to reach their full academic potential;
- Recognise and provide for individual differences as far as is reasonable;
- Be courteous, consistent and fair;
- Keep opportunities for disruption to a minimum;
- Keep a record of serious misbehaviour or repeated instances of misbehaviour;
- Provide support for colleagues.
- Report concerns regarding a child's safety to the school's DLP and file a report to Túsla as a mandated person

Parents

Parents can **expect** to:

- Be treated with respect;
- Have a safe and welcoming environment for their child;
- Obtain recognition for individual differences among pupils having due regard for the resources that are available;
- Have fair and consistent procedures applied to the school's dealings with pupils;
- Receive progress reports in accordance with agreed school policy (P.T. meetings and end of year reports)
- Receive information on school's policies and procedures.

Parents are **expected** to:

- Ensure their children attend school regularly and on time and that they are collected from school on time;
- Encourage their children to follow the school's Code of Behaviour;
- Ensure their children wear the school uniform;
- Ensure their children have the correct books and materials;
- Have their children's belongings labeled;
- Read written and electronic communication received from the school and respond appropriately;
- Report to the office if calling to the school during the day for any reason;
- Make an appointment beforehand if they need to see a teacher;
- To treat all members of the school community with respect;
- Provide an email or note of explanation for all absenteeism. Such notes and memos are an important part of the record keeping done to fulfill the requirements of reporting to the Túsla.
- Inform class teacher of any change to collection procedure for their children;
- Help their children to learn and practice good behaviour and to have a positive attitude towards themselves, other people and towards the school;
- Co-operate with teachers in instances where their child's behaviour is causing difficulty to others;
- Communicate with teachers any problems concerning another child:
- Parents must never approach another child themselves to resolve a problem:
- Communicate to the school problems which may affect their child's behaviour;
- Attend meetings at the school if requested;
- Help their children with their homework and ensure it is completed.

The Board of Management is expected to

- Provide a comfortable, safe environment;
- Support the Principal and staff in implementing the code;
- Ratify the code;
- Ensure the code is communicated to the whole school community.

Whole School Approach to Promoting Positive Behaviour

- The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organised out-of-school activity.
- Senior students have a role to play. Parents or other members of the school community may make comments or suggestions through their representatives on the Board of Management or directly to the Principal. The school values the support and co-operation of parents in the promotion of this strategy. The policy shall apply to all students during *all* school related activities.
- It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom.
- Teachers will use various strategies to promote good behaviour including “Golden Time”, star/reward charts, stickers, homework passes, weekly lottery/raffle, lucky dip, group competition (groups compete, if someone misbehaves other groups get extra point), extra responsibilities in class and in the school, singling out for exceptional worthwhile achievements and efforts, and other incidental means of praise or reward.
- To facilitate new members of staff becoming familiar with practices within the school, discussion regarding the implementation of the code will always form part of the first staff meeting held each September.
- A copy of the code will be available to both parent and teachers on the school website.
- The code will be given to parents on application to the school. It must be signed and returned with the child’s application.

Discipline and Sanctions

The overall responsibility for discipline within the school rests with the Principal. Each teacher is responsible for discipline in her classroom, for drafting their own classroom rules and for keeping records of misdemeanours. Children have to learn to accept responsibility for their own actions, follow the rules and face the consequences of their own behaviour.

Rewards and Sanctions

The Following strategies will be used by all teachers:

Praise

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

- A quiet word or gesture to show approval;
- A comment in a child’s exercise book;
- A visit to another class, to another member of staff or to the Principal for commendation;

- A word of praise in front of a group or the class;
- A reward system – student of the week/occasional treats;
- Special mention at assembly;
- Delegating some special responsibility or privilege;
- A mention to parents - either written or verbal communication;

Disapproval

Whilst any form of misconduct is discouraged, from time to time incidents can occur in the class or in the yard which can cause upset. Very often there is a simple explanation for what happened and it can be settled easily by the class teacher or by the children themselves. The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to the age and emotional development of the child. The following stages will be used to show disapproval of inappropriate behavior. They are not always followed in the format listed.

Reasoning with pupils including advising them about the consequences of their actions;

- Verbal reprimand (including advice on how to improve);
- Temporary removal from group (within the class or on the yard);
- Note in journal from class teacher to be signed by parent;
- Carrying out a useful task within the school;
- Reflection sheet (kept on file by teacher);
- Verbal communication with parents/guardians;
- Prescribing extra work (kept on file by teacher);
- Supervision during lunch break in designated area;
- Withdrawal of privileges, responsibilities or extra duties;
- Recording instances of repeated misbehaviour and referral to the Principal;
- Formal written communication with parents/guardians;
- Referral to the Principal and the Chairperson or other member of the Board of Management;
- Formal meeting with parents/guardians;
- Suspension;
- Expulsion.

Reported incidents of misconduct will be dealt with in the following manner:

1. The teacher will endeavour to establish a clear and precise picture of what exactly occurred by interviewing all parties involved.
2. The Principal will be fully informed and, if necessary, take an active role in working towards a solution with all concerned.
3. When necessary, the parents of the pupil(s) will be invited into the school.
4. If a parent feels the need to follow up on an incident which has occurred in the classroom, or in the yard, this procedure should be followed:
 - 4a. Assess the situation fully to make sure that you have all the facts
 - 4b. Contact the school secretary to make an appointment with the class teacher and indicate, if possible, what it is in connection with.

- 4c. Allow the teacher time to get all the facts also, so that there are no misunderstandings and the situation can be hopefully resolved from there.
- 4d. If the incident is not resolved to your satisfaction please contact the school secretary to make an appointment with the Principal and indicate if possible what it is in connection with.

Students with Special Needs

Sanctions may be needed to help a student with special educational needs to learn about appropriate behaviour and skills, as in the case of any student. However, teachers should take particular care that they help the student with special educational needs to understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable. The school and classroom practices that support good learning behaviour are valid for all students, including those with identified special educational needs.

Classification of Misbehaviours

Misbehaviour falls into one of three categories – minor, serious or gross. Teachers and/or the Principal will make judgements based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour as follows:

Minor Misbehaviour

The following are examples of possible minor misbehaviour:

Interrupting class work / Regularly arriving late for school / Running in the school building / Littering around the school / Not completing homework without good reason (to include a note from a parent/guardian) / Talking out of turn.

Teachers will take the following steps when dealing with Minor Misbehaviour

Phase 1

- Refer to the golden Rules
- Reasoning with the pupil
- Verbal reprimand;
- Time out;
- Note in journal from class teacher to be signed by parent;
- Carrying out a useful task within the school;
- Noting instances of yard misbehaviour in the incident book and informing class teacher.

Regular occurrences of Minor Misbehaviour will be dealt with as follows:

Phase 2

- Temporary separation from peers (within the classroom);
- Reflection sheet (describing incident) signed by parents/teacher/student (kept on file by teacher)
- Referral to the Principal;
- Discussion with parents about misbehaviour.

Phase 3

- Child will be sent to the Principal;
- Formal letter from school Principal informing parent of continuous misbehaviour;
- Denial of participation in some class activity e.g. trip to park, school tour;
- Class teacher and/or Principal will meet with one/both parents;
- Chairperson of the Board of Management informed and parents requested to meet with Chairperson or other designated Board member and the Principal.

Serious Misbehaviour

The following are examples of possible serious misbehaviour:

Constantly disruptive in class / Telling lies / Stealing / Damaging others' property / Bullying / Answering back a teacher / Endangering self or fellow pupils in the class or the yard / Using unacceptable language / Deliberate, continual disobedience / discourteous or unmannerly behaviour / leaving school premises without permission.

All incidents of bullying will be dealt with as outlined in the school's Anti-bullying policy. (See separate policy). Teachers will take steps as outlined in phases above, but depending on misbehaviour may proceed to the following steps when dealing with Serious Misbehaviour

- An account of all incidents will be entered in the relevant Incident book;
- Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion. Following formal verbal discussions a letter outlining items discussed will be sent to parents. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained)

Regular occurrences of Serious Misbehaviour will be dealt with as follows:

Parents will be invited to meet class teacher, the principal and/or the chairperson to discuss repeated serious incidents of misbehaviour.

Gross Misbehaviour

The following are examples of gross misbehaviour:

Bringing weapons or dangerous substances to school / Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate / Leaving school premises without permission / Deliberately injuring any member of the school community / Aggressive, threatening or violent behaviour towards a member of staff or a pupil; (e.g. physical violence, striking, nipping, biting, spitting). Persistent incidents of serious misbehaviour will be classified as gross misbehaviour.

Teachers will take the following step when dealing with Gross Misbehaviour

- Principal and/or Chairperson are informed immediately and suspension sanctioned.

Suspension

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances. For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson, teacher and the principal. If the parents (and the pupil) do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000 and Túsála Strategy for School Attendance 2015 and the School's Attendance Policy

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the health and safety of pupils and teachers, the Board has deferred responsibility to the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents. Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons why they feel it is necessary to impose a further suspension. In line with the requirements of the Education Welfare Act (2000) and Túsła, the Board of Management will inform Túsła when any pupil's period of suspension equals or exceeds six school days. When a student is suspended, the parents/guardians will be requested to remove the student from the school. The Principal will meet with the parents/guardian to outline the decision to implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension.

Removal of Suspension (Reinstatement)

Following, or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s (and pupil) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school 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 **and** will not have a seriously detrimental effect on the education of other pupils. The Principal in consultation with the parents, the class teacher and the pupil (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required, and will re-admit the pupil formally to the class. Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the chairperson of the board and the principal.

Expulsion

The Board of Management has the authority to expel a pupil in an extreme case (see attached p.80/81/82, Developing a Code of Behaviour; Guidelines for Schools) e.g. where repeated incidents of serious misbehaviour interfere with the educational opportunities of fellow students or where there is a threat to the health and safety of either students or staff. Where expulsion is considered the school authorities will have tried a range of other interventions and will have formed the opinion that they have exhausted all possibilities for changing the pupil's behaviour. This sanction would be imposed under the terms of the Education Welfare Act (2000). Suspension/expulsion procedures are in accordance with the Education Act (1998), Túsła Strategy for School Attendance 2015.

Before/After School

Parents are reminded that the school does not accept responsibility for pupils before official opening time of 8.45a.m. or after the official closing time of 1.30p.m. (infants) 2.30p.m. (other classes). Where pupils are engaged in an extra-curricular activity organised by the school or are on school organized tours, they are expected to behave in accordance with school behaviour policy during these times.

Misbehaviour on the Yard

Incidents of yard misbehaviour will be dealt with as follows:

The teacher on duty who notices misbehaviour will reason with the pupil/s misbehaving. If no improvement occurs the following procedure may be followed:

- Ask the pupil/s misbehaving to accompany the teacher on duty as they patrol the yard;
- Impose a period of “time out” – 5 to 10 minutes – where the student will be asked to remain in a specified place until told to return to play;
- Allocate certain useful tasks as punishment;
- Inform the class teacher (who may decide to impose a further sanction depending on the seriousness of the misbehaviour);
- Record the incident if necessary in the yard notebook.

Involving Parents/Guardians in Managing Problem Behaviour

Parents/guardians are valued as partners in the school community and as such will be invited to participate in promoting positive behaviour both in school and in the wider community. Class teachers will refer to repeated episodes of minor misbehaviour in the pupil’s Homework journal which parents/guardians are requested to sign each evening. Parents of infants will receive a short note from the teacher. In cases where pupils are required to complete some extra work as a sanction, parents/guardians will again be requested to sign the relevant work. Class teachers may occasionally request parents/guardians to visit them in school to discuss some aspect of a pupil’s behaviour. The Principal will be informed of these meetings and may be invited to attend. Parents/guardians are encouraged to make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. The school will remind parents/guardians of the procedures for contacting the school at every opportunity.

Where pupils are found to be involved in more serious misbehaviour the Principal may telephone or write to parents/guardians to request them to attend an informal/formal meeting at the school. Class teachers, teachers who witness misbehaviour while supervising on yard duty, the Principal and Chairperson of the Board of Management may also attend these meetings. Every effort will be made to have an emotionally disturbed child referred for a psychological assessment without delay. Help will be sought, also from support services within the wider community e.g. Community Care Services provided by Health Boards, NEPS, NCSE.

Managing aggressive or violent behaviour

The school recognises that occasionally students may not respond positively to the usual interventions and that they may require extra support in an effort to manage aggressive or violent behaviour. A small minority of students may show particular challenging behaviour. These students will need a sustained and systematic response involving the important adults in their lives, in school and at home. Regular communication, in the form of a written log, or classroom support plan will be completed by the class teacher, in order to provide continuous feedback between parents and teachers on the child’s behaviour, in addition to regular verbal communication.

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student. (See Circular 22/02)

Keeping records

In line with the data protection legislation GDPR, formal records in relation to pupils' behaviour are filed electronically or manually and stored securely in a locked press in the Principal's office. Class teachers shred personal records at the end of each year.

Procedures for notification of pupil absences from school

Parents/ Guardians are expected to communicate the reasons for the non-attendance of their child by:

- Emailing the school secretary during the child's absence period from school or sending in a signed and dated explanation of absence when the pupil returns to school. Such notes are an important part of the record keeping done to fulfill the requirements of reporting to the Túsla.

Reference to other Policies

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

- RSE policy and SPHE plan
- Anti-bullying policy
- Enrolment policy
- Tours
- Health & Safety policy
- Special Educational Needs Policy

Success Criteria

This policy will be deemed to be successful when the following are observed:

- Positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils.

Review

The code will be discussed at staff meetings and reviewed periodically.

Ratification and Communication

The policy will be posted on the school website and all parents notified by text message. Any parent who does not have access to the internet will be advised to call to the school to obtain a hard copy.

CONCLUSION

In the belief that the most effective schools tend to be those with the best relationship with parents, every effort will be made by the Principal and staff to ensure that parents are kept well informed, that the school provides a welcoming atmosphere towards parents and that parents are not only told when their children are in trouble but when they have behaved particularly well.

Amendments to Code of Behaviour Policy during Covid-19

Behaviour Principles

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our guiding principle when making any changes or adjustments to the policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

These amendments will be communicated to pupils, parents and staff.

Behaviour Expectations:

- Amended expectations about breaks or play times, including where children may or may not play.
- Clear rules about coughing or spitting at or towards any other person.
- Rewards and sanctions system where appropriate if changed from main body of policy.
- Clear rules for pupils at home about conduct in relation to remote education (See Acceptable Use Policy)
- Identify any reasonable adjustments that need to be made for students with more challenging behaviour.

School Routines and Procedures:

- Following any altered routines for arrival or departure.
- Following instructions on who pupils can socialise with at school.
- Moving around school as per specific instructions (for example, one-way systems, out of bounds areas).
- Rules about sharing any equipment or other items including drinking bottles.
- Use of toilets, hand sanitiser, paper towels.

Hygiene and Health Expectations:

- Following school instructions on hygiene, such as handwashing and sanitising.
- Expectations about sneezing, coughing, tissues and disposal and avoid touching your mouth, nose and eyes with hands.
- Tell an adult if you are experiencing symptoms of coronavirus

Mental Health and Emotional Support:

- Curriculum areas to support children, e.g. social stories, circle time, continue to incorporate Weaving Well-Being into SPHE.
- Additional support that pupils can access above and beyond classroom provision if required.

Ratified by Board of Management on _____

Signed _____
Chairperson, Board of Management

Code of Behaviour Consent

I / We agree on behalf of my/our child to sign up to this code of behaviour.

Signed: _____ Date: _____

Child's Name: _____ Class: _____