**Code of Behaviour**

Galbally NS aims to provide a happy, secure, friendly learning environment, where children, parents, teachers, special needs assistants, ancillary staff and Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

This policy was prepared in accordance with Guidelines issued by the National Education Welfare Board in 2009. This policy was reviewed and updated in 2010, 2014 and 2020.

**Rationale**

Under the Education Welfare Act 2000, Section 23 (1) *schools are obliged to prepare a code of behaviour in respect of the students registered at the school.* It details in Section 23 (1) *that the code of behaviour shall specify:*

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

Galbally NS has deemed it necessary to reiew and update our Code of Behaviour to ensure compliance with the following legislation and guidelines:

* Anti-Bullying Procedures for Primary and Post- Primary Schools 2013
* Children First National Guidance 2015
* Child Protection Procedures for Primary and Post-Primary Schools 2017
* Data Protection 1998 – 2018 and EU General Data Personal Regulation 2018 (GDPR)

**Relationship to the characteristic spirit of the school**

Galbally NS is a Catholic Community which welcomes children of all faiths and nationalities. We aim to provide a caring environment where management, staff and parents work in partnership through mutual respect to develop the spiritual, personal and academic potential of each child according to their talents, skills and abilities. Respect for others and co-operation amongst pupils, parents, staff and the Board of Management are the guiding factors in our Code of Behaviour. Our staff have trained in programmes such as Incredible Years, Restorative Practice, Mindfulness and Friends for Life alongside using resources from the SESS Behaviour Resource Bank and the NEPS Continuum of Support.

**Aims**

* To allow the school to function in an orderly and harmonious environment.
* To promote positive behaviour and self-discipline recognising the differences between pupils and the need to accommodate these differences
* To enhance the learning environment where pupils can make progress in all aspects of their development
* To ensure the safety and well-being of all members of the school community by encouraging an atmosphere of respect, tolerance and consideration for others
* To enable parents/guardians and pupils to understand the systems and procedures that form our Code of Behaviour and to ensure their co-operation and support 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

**Content of Policy**

**In our Code of Behaviour, we address the following:**

1. Guideline for behaviour in the school
2. Whole school approach to promoting positive behaviour – roles and responsibilities
3. Positive strategies for managing behaviour
4. Strategies for dealing with unacceptable behaviour
5. Suspension/ Expulsion
6. Keeping records
7. Procedure for notification of a pupil’s absence from school
8. Reference to other policies

**1. Guidelines for behaviour in the school**

The Education Welfare Act Section 23 states that the Coe of Behaviour shall specify ‘The standards of behaviour that shall be observed by each pupil attending the school.’

The school recognises that there are times and factors in a child’s life that may influence their behaviour. These will be taken into consideration and the child and his/her behaviour may be accommodated as a result.

In compliance with Section 23 (4) of the Education Act, prior to registering a pupil, parents/guardians will be issued with a copy of the school’s Code of Behaviour and on application, parents/guardians will be asked to confirm in writing that they accept the school’s policy *‘and that they shall make all reasonable efforts to ensure compliance with such code.’*

**2. Whole school approach to promoting positive behaviour – roles and responsibilities**

Staff members, supported by the Board of Management, adopt a positive approach to discipline within the school. Children are encouraged and praised for their efforts in maintaining discipline. The elements of a whole school approach to behaviour include:

* An ethos, policies and practices that are in harmony
* A teamwork approach to behaviour
* A whole school approach to curriculum and classroom management
* An inclusive and involved school community
* A systematic process for planning and reviewing behaviour policy

**Staff**

* At the beginning of the school year all teachers will discuss the Code of Behaviour and devise a set of positive class rules
* The school’s Social Personal and Health Education (SPHE) curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving and conflict resolution skills. It also helps to foster self-esteem and to help children accommodate differences and develop citizenship.
* A positive and consistent approach will be adopted by all staff to rewards and sanctions.
* The staff will ensure they communicate to parents/guardians any concerns in relation to their child’s behaviour/ well-being
* Behavioural concerns of the pupils in class situations may be brought to the attention of parents/guardians by the principal or teacher. Similar information may be conveyed to parents in person, by phone, letter or note home.
* The Code of Behaviour, along with a declaration of acceptance (Appendix 1) to be signed by parents and pupils and returned to the school, is given to each family upon enrolment. It is also available on the school website.

**Board of Management**

The Board of Management provides a supportive role to the principal and the teaching staff in the positive implementation of the school Code of Behaviour.

The Board of Management actively promotes proactive staff involvement in behavioural concerns and to this end will fund where appropriate, opportunities for staff development in the area of understanding behaviour and its management.

**Parents**

Galbally NS strives to foster a positive relationship between staff and parents. Parents are actively involved in the school in a variety of ways eg. School activities, Board of Management, Parents’ Committee, Green School Committee, Health Promoting Committee etc.

Parental support is vital for the promotion of positive behaviour and the maintenance of high standards of behaviour.

**The school therefore requests that parents:**

* Read this policy and share its contents with their children and sign the declaration and return it to the school.
* Give supportive co-operation to school staff in the interest and benefit of their children
* Co-operate with the school’s system of rewards and sanctions
* Ensure that children are punctual and are collected on time
* Ensure that children’s attendance is regular. (The school is legally obliged to notify the Education Welfare Services in TUSLA when a child id absent for more than 20 school days annually)
* Give a written explanation prior to a pre-arranged absence or following a child’s absence
* Discuss and issues, other than minor matters, at mutually agreed pre-arranged meetings
* Attend parent/guardian teacher meetings as necessary
* Communicate any issue, which troubles you or your child at an early stage
* Help children with homework, ensuring that it is completed
* Ensure that children have the necessary materials and books for school
* Ensure children have an adequate lunch in accordance with the school’s healthy lunch policy
* Ensure the children wear their school uniform

**School Hours**

9.20am - 3.00pm

**Pupils**

Pupils play an important role in the ongoing implementation of the Code of Behaviour by:

* Being involved in discussing and choosing class rules
* Understanding the need for these rules
* Discussing, monitoring and reviewing aspects of the Code of Behaviour in class and at assemblies

Each pupil is expected:

* To be well behaved and to show respect and consideration for other children and adults
* To show respect for the property of the school, other children’s and their own belongings
* To do his/her best in school and with homework
* To obey the instructions of the school staff

**3. Positive strategies for managing behaviour**

Classroom

Behavioural expectations are established in each class that are consistent with the ethos as expressed in the Code of Behaviour and which sets a positive atmosphere for learning. Pupil input is enlisted in devising the class rules. Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.

Classroom Behaviour:

Each pupil is expected to:

* Treat others with kindness and respect
* Work to the best of his/her ability
* Be honest. Tell the truth
* Respect the belongings of others. Share
* Not to interrupt the teacher or others when speaking. Work quietly
* Keep his/her desk area neat and tidy
* Remain in his/her seat if the teacher has to leave the room
* Wear his/her uniform. Wear his/her tracksuit on PE days
* Not to wear makeup or nail varnish in schools. Facial piercings are not allowed

Good behaviour is recognised and acknowledged in our school. Children are encouraged and praised for their efforts in maintaining discipline. The following list is a selection of strategies which may be used by individual teachers to affirm and promote positive behaviour in the classroom:

* A quiet word or gesture to show approval
* A comment on a child’s exercise book
* A visit to the principal for commendation
* Praise in front of the class group
* Awards eg. Star of the Week, Student of the Week, Best Listener, Most Improved Student
* Individual/Group points systems eg. Class Dojo, class jars, raffle tickets, class charts
* Pupil may be put on ‘time out’ in another class and be asked to reflect on their behaviour using a restorative practice sheet
* Stamps/ stickers on children’s work
* Delegating some special privilege or responsibility
* Written or verbal communication with parents/guardians
* A small gift/prize
* Homework pass

The Playground

The following strategies are implemented to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour in the school yard.

* At both break times teachers are on duty in the playground, assisted by SNA’s
* While the SNA’s assist with yard supervision the teacher on duty is responsible for disciplinary matters and SNAs will refer children to the teacher
* A section of the yard is prioritised for the Junior and Senior Infant pupils only. In the interest of safety, older pupils are asked to be mindful of younger children during break time.
* Children requiring the use of the toilet must ask a teacher for permission. Children will use the toilets adjacent to Mr. Kearney’s classroom.
* In the event of misbehaviour during yard time, the teacher on duty will address the issue. Time out stations are located in the yard and many be used at the discretion of the supervising teacher.
* Classroom teachers will be informed of misbehaviour by the supervising teacher
* Where deemed necessary a Personal Disruption Identification Form (Appendix 2) may be filled by the supervising teacher and given to the class teacher.
* The principal will be informed of serious incidents of misbehaviour. Parents will be notified if deemed necessary
* All pupils must adhere to the following playground rules:

Move around the yard with due care

Play safely at all times

Do not engage in rough play

Follow staff instructions

**Other areas in the school environment:**

* Pupils assemble in the playground before school. Each class has been assigned their designated area
* Pupils are collected by their teacher from the yard
* Pupils in the younger classes are walked to the gate at home time
* Pupils walk in single file/two abreast to and from their classroom

Pupils are expected to

* Move about the school in a quiet orderly manner
* Not shout on corridors, in the toilets or moving between classrooms
* Not engage in rough play in the toilets, corridors or while moving between classrooms
* Ensure that their coats, bags etc. are stored properly in cloakrooms/classrooms
* Show respect for school property and the property of others at all times
* Engage in courteous behaviour (eg standing back to let adults by at doorways, greeting teachers and other adults) is encouraged

**School related activities**

The standards and rules contained in the Code of Behaviour apply in any situation where the pupil, although outside the school, is still the responsibility of the school, eg. School tours, games/ extra-curricular activities and attendance at events organised by the school.

**Restorative practice**

Restorative practice in our school provides a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative Practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence. Where suspension occurs, the school will use restorative practice involving all parties affected to help repair the harm done.

Restorative Questions to respond to Challenging Behaviour

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

To help those harmed by other actions:

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

**4. Strategies for dealing with unacceptable behaviour**

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the Code of Behaviour can be disruptive, especially is they are persistent. Serious misbehaviour can have damaging and long lasting effects including disruption of the student’s own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers.

Three levels of unacceptable behaviour are recognised by Galbally NS. They are: Minor, Serious and Gross misbehaviours.

It is important to note that the lists below are not exhaustive and that other unacceptable behaviours may be added or included at the school’s discretion.

**Examples of Minor Misbehaviour**

* Disrupting class work by:
	+ Talking when the teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn
	+ Pupil not listening to instructions, fiddling with stationary etc.
	+ Laughing/sniggering/sneering at other children, ‘giddiness’ and giggling
	+ Throwing objects, making noise, swinging on chairs
	+ Getting out of seat or moving around the room without permission
	+ Disobeying teacher’s instructions
* Carelessness with books and stationary, scribbling/drawing on school books
* Drawing on tables, being careless with another pupil’s property
* Commenting negatively on another pupil’s work
* Excluding others
* Leaving litter in and around the school
* Lack of compliance with school policy on hair, jewellery, makeup, uniform
* Being discourteous or unmannerly
* Name calling
* Gestures of defiance and using bad language
* Unruliness in the classroom or around the school

**Examples of Serious Misbehaviour**

* Negative physical contact eg. Pushing, hitting, biting, spitting, kicking, tripping up, pulling hair, punching etc.
* Being disrespectful to the teacher/ignoring the teacher
* Stealing from the teacher/another pupil
* Screaming/ shouting at another child/member of staff
* Deliberate exclusion of peers
* Spreading rumours/lies about another pupil/member of staff
* Threatening/intimidating peers
* Throwing objects at peers
* Telling lies
* Bullying – physical, verbal, cyber (Ref: Anti Bullying Policy)
* Consistently interrupting/disrupting others in class
* Consistently not doing homework
* Refusal to do work assigned
* Refusal to co-operate with the teacher
* Damaging school property
* Bringing mobile phone to school
* Leaving school grounds without permission during the school day

**Examples of Gross Misbehaviour**

* Serious assault on another pupil/staff member eg. Physical, verbal
* Serious damage to school property
* Serious theft of school/staff property
* Consistent bullying of another pupil eg. Emotional, physical, cyber

**Responding to unacceptable behaviour**

The Education (Welfare) Act 2000, Section 23, states that a school must outline *‘the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined.’*

Teachers will use their professional judgement and their knowledge of the child and the particular circumstances of the behaviour or incident in responding to unacceptable behaviour and in selecting the appropriate sanction. The sanction will be proportionate to the behaviour or incident in question. It may include:

1. Reasoning with pupil
2. Verbal reprimand with advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/writing out the story of what happened
5. Loss of privileges
6. Loss of playtime in yard
7. Time out, either in the classroom or in another room
8. Teacher communicating with parents
9. Referral to principal
10. Principal communicating with parents
11. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by Circular 22/02 and Education Welfare Act 2000)

**Bullying**

Children First National Guidance 2017 outlines that Bullying can be defined as repeated aggression – whether it be verbal, psychological or physical – that is conducted by an individual or group against others. Children First National Guidance 2017 describes bullying as behaviour that is intentionally aggravating and intimidating, and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyber bullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. Bullying can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology, children can also be victims of non-contact bullying, via mobile phones, the internet and other personal devices.

Children First National Guidance 2017 and the Anti-Bullying Procedures for Primary and Post-Primary Schools 2013 provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to TUSLA or AN Garda Síochána as appropriate. Where school personnel have concerns about a child arising from an alleged bullying behaviour but are not sure whether to report the matter to TUSLA, the designated liaison person shall seek advice from TUSLA in accordance with the procedures set out in Chapter 5 of Child Protection Procedures for Primary and Post Primary Schools 2017.

**5.Suspension and Expulsion**

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents/guardians will be utilised. Communication with parents/guardians may be verbal or by letter depending on the circumstances.

**Suspension**

Suspension is defined as *‘requiring the student to absent himself/herself from the school for a specified, limited period of school days’*

* For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered
* Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as gross misbehaviour
* The principals of ensuring the right to be hears, and the right to impartiality apply in all cases
* Parents/guardians of a pupil will be given the opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed
* Parents/guardians 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/guardians will be requested in writing to attend at the school to meet with the Chairperson and the Principal
* If the Parents/guardians 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, 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
* In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of pupils, the Board of Management delegates authority 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/guardians
* Where a decision is taken to suspend a pupil, the Principal will notify the Parents/guardians and the pupil in writing of the decision to suspend
* Parents/guardians have the right to appeal the Principal’s decision to suspend a pupil to the schools’ Board of Management
* Following or during a period of suspension Parents/guardians may apply to have the pupil reinstated to the school
* Parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil’s reinstatement will not constitute a risk to the pupil’s own safety ot that of the other pupils or staff
* The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class
* Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the Parents/guardians may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007

**Record Keeping in Relation to Suspensions**

In the case of the suspension of a pupil formal written records will be kept of:

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

The Principal will report all suspensions to the Board of Management, including the reasons for and the duration of each suspension. The Principal is required to report suspensions in accordance with the Education Welfare Service reporting guidelines (Education Welfare Act 2000, section 21 (4) (a)).

**Expulsion**

A student is expelled from a school when a Board of Management makes a decision to permanently exclude the student from the school, having complied with the provisions of section 24 of the Education Welfare Act 2000. Expulsions may be considered in an extreme case, in accordance with the Rules for National Schools, the Education Welfare Act 2000 and Developing a Code of Behaviour: Guidelines for Schools (Education Welfare Service TUSLA).

Before expelling a student, the Board of Management shall notify the local Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act 2000.

**Pupils with Special Needs**

All pupils are required to comply with the Code of Behaviour. However, the school recognises that pupils with special needs may require assistance in understanding certain rules. Planning to encourage positive behaviour will be included in the pupil’s IEP, which is drawn up in consultation with Parents/guardians and the class teacher, special education teacher and/or the Principal. Staff will work closely with the home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be taken into consideration.

The children in the class or the school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive way, acknowledging and respecting the difference in all individuals.

**6.Keeping Records**

The school Board of Management is a data controller of personal data relating to its past, present and future staff, students, parents/guardians and other members of the school community. All such data is treated in accordance with the Data Protection legislation and the terms of our Data Protection Policy.

Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a ‘need to know’ basis, and access to it will be strictly controlled

In line with the school’s policy on record keeping and data protection legislation, records are kept in relation to pupil’s behaviour both at class and school level. These records are written in a factual and impartial manner.

**7.Procedure for notification of a pupil’s absence from school**

In co-operation with Parents/guardians, we strive to help each pupil achieve his/her potential and so we will promote a positive attitude towards good attendance and punctuality.

The Education Welfare Act 2000, Section 23 (2) (e) states that the Code of Behaviour must specify, *‘the procedures to be followed in relation to a child’s absence from school.’* Section 18 stipulates that Parents/guardians must notify the school of a student’s absence and the reason for this absence.

Please refer to the Statement of Strategy for School Attendance for more information on:

* Strategies to promote good attendance
* Responding to poor attendance
* Recording and reporting attendance

**8.Reference to Other Policies**

* Child Safeguarding Policy
* Anti-Bullying Policy
* SPHE Plan
* Statement of Strategy for Attendance
* Data Protection Policy
* Health and Safety
* Special Educational Needs
* Acceptable Use Policy

**Success Criteria**

* Observation of positive and improved behaviour in classrooms, corridors, playground and school environment
* Practices and procedures listed in this policy being consistently implemented by teachers
* Positive feedback from teachers, Parents/guardians and pupils

**Review**

This policy was reviewed and updated by the Board of Management in February 2020. It will be reviewed in Term 2 2022 or sooner if deemed necessary.

Signed: Date:

Chairperson Board of Management

Singed: Date:

School Principal

Addendum to Code of Behaviour Policy during Covid-19

Rationale

In light of the need for students to be more mindful of attending school during the current Covid-19 climate, this amendment to the Code of Behaviour Policy is required so that students will be aware of specific rules on their return to school. Our guiding principle when making any changes or adjustments to this policy is to be able to keep all of our students, families and staff safe. These amendments will be communicated to students, parents and staff.

Note to Parents/Guardians:

Parents/guardians are required to observe and respect all social distancing protocols in relation to any contact with the school. This includes maintaining a two metre distance to other families when dropping off or collecting their children from the school and any contact with the school.

All visits to the school are required to be made in advance through the school office.

Behaviour Expectations

Our school requires every member of the school community to observe and respect the principles of social distancing, cough and sneeze etiquette and make every effort to minimise risk to oneself and others.

This requires us to modify some of our behaviours which include;

●amended expectations about breaks or play/lunchtimes, including where students may or may not congregate

●clear rules about coughing or spitting at or towards any other person

●clear rules for students at home about conduct in relation to remote education

●identify any reasonable adjustments that need to be made for students with more challenging behaviour.

School Routines and Procedures

All members of the school community have to be mindful of the following;

●following any altered routines for arrival or departure

●following instructions on who students can socialise with at school

●moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)

●rules about sharing any equipment or other items including drinking bottles

●use of toilets

Hygiene and Health Expectations

●following school instructions on hygiene, such as handwashing and sanitising

●expectations about sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands

●tell an adult if you are experiencing symptoms of coronavirus

Wellbeing and Social and Emotional Learning

Our school will provide a safe and pleasant environment and spend a considerable amount of time liaising with students on promoting their wellbeing. This will include;

Curriculum changes to support students during SPHE, PE and CSPE classes

●Additional time devoted to in-class discussions on general wellbeing and development

●Additional supports that students can access outside of classroom if required

Students are expected to:

●Arrive to and depart from school premises at the agreed time

●Proceed to the designated classroom without delay

●Follow instructions from staff members on movement throughout the school campus

●Ask for permission to go to the toilet

●Wash hands thoroughly before entering school premises and while in school, wash their hands for at least 20 seconds more often than usual with soap and water or hand sanitiser

●Remain in their designated seating within the classroom during classes

●Keep a safe distance from other students and refrain from physical contact with their peers

●Maintain healthy practise when coughing or sneezing, cover any cough or sneeze with a tissue, then throw the tissue in a bin

●Wash hands often with soap and water for at least 20 seconds and avoid touching the mouth, nose and eyes with hands

●Adhere to rules in relation to toilet visits and pre-arranged lunchtime activities.

●Refrain from spitting or coughing at or towards other students and members of staff

●Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other students

●Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus. The school will explain these rules clearly to students at the start of the year and remind them periodically. Class teachers will ensure that the rules are displayed in classrooms and that they are explained to Students.

Sanctions for unsafe behaviour during the Covid-19 pandemic Incidents which involve students who deliberately fail to comply with instructions on the following list, will be addressed in line with sanctions of our current Codes of Behaviour policy. These include;

* failure to comply with requests from staff to practice social distancing

●behaving inappropriately which causes offence or concern to other students and members of staff through pranks or fake coughs/sneezes

●spitting or coughing at other students or members of staff

●spreading unfounded rumours or stories that a student / students or members of staff have tested positive for Covid-19.

Appendix 1

Galbally National School, Co. Limerick

Roll No. 13459A

Tel. 06237933

Email: galballyns@gmail.com

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parents,

The Board of Management of the school was required to review the school’s Code of Behaviour. The policy was approved by Cashel and Emly Diocesan Office. The entire code is on the school website [www.galballyschool.com](http://www.galballyschool.com). The Board has drawn up a simple Code of Conduct for all pupils. This is attached to today’s note. The Code will be discussed in all classes throughout the school over the next few weeks in an effort to promote good behaviour. It will be mentioned at the next school assembly. Bullying, in its many forms, is covered throughout the school in the SPHE curriculum.

We are extremely fortunate that the standard of behaviour in this school in general is excellent. Home-School links are a very important aspect of this.

The Board has requested that parents detach page 3 of the Code of Conduct and return it with their signature by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The Board has also requested that pupils from first to sixth class sign the Code of Conduct, having discussed it with their parents. Parents of children in Junior and Senior Infants are requested to discuss the Code of Conduct with their children and sign on their behalf. Your co-operation in this area is vital as we endeavour to provide a happy and safe environment for all pupils.

Yours sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Martin Kearney

School Principal

Declaration of Acceptance of Galbally National School’s Code of Behaviour

(Please compete in Block Capitals)

Pupil’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pupil’s Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Parent/Guardian (1): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Parent/Guardian (2):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I (We) confirm that I (We) have been given a copy of the Code of conduct for Galbally National School, Galbally, Co. Limerick; that I (We) have read and understand the Code; and that I (We) as a parent/guardian accept and agree to support this Code of Conduct while my (our) child is attending Galbally National School.

Signed: Parent/Guardian (1): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: Parent/Guardian (2): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: Pupil: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Galbally NS Code of Behaviour**

**My Code for Myself**

1. I will be gentle. I will not hurt anyone.
2. I will be kind and helpful. I will not hurt people’s feelings.
3. I will be honest. I will not hide the truth.
4. I will listen. I will not interrupt.
5. I will look after property. I will not waste or damage things.
6. I will work hard. I will not waste time.

**School**

Safety: For my own safety and that of others

1. I will be careful coming to and going from school, using pedestrian lights and walking on the footpath at all times.
2. I will always walk, not run, while in the school building.
3. I will let adults pass in the corridors.
4. I will remain seated in class while eating lunch unless with permission.
5. I will be well behaved in my line.
6. I will always show respect for my fellow pupils when out in the school yard.
7. I will walk quietly in my line to and from the yard.
8. I will be fair. I will not tell silly tales.
9. I will use the toilet properly and wash my hands.
10. I must bring a note of explanation following absence or if I am late for school.
11. I will never leave the school grounds without permission.

**Caring for myself**

* I will respect myself and my property, always keeping myself, my school bag, books and copies in good order.
* I will be in school before the bell rings at 9.20am.
* I will show respect for my school and be proud to wear the full school uniform every day. (c.f school rules re uniform)
* I will always be aware of my personal cleanliness.
* I will bring a healthy lunch to school.
* I will do my best in school by listening carefully, working as hard as I can and by completing my homework.

**Caring for others**

* I will be kind and respectful to my teachers, outside coaches, substitute teachers and fellow pupils by being mannerly and polite, by taking turns and by remaining orderly in my class line.
* I will behave well in class so that my fellow pupils and I can learn
* I will keep my school clean by bringing home unfinished food, drinks, cartons, wrappers etc.
* I will show respect for the property of my fellow pupils, the school building and grounds.
* I will be truthful and honest at all times.
* I will step aside and allow others to pass when in the corridors.

**School Outings/Activities**

* I will follow my teacher’s directions at all times.
* I will remain with the teacher/supervisor and pupil group at all times.
* I will behave politely towards those I meet on such trips.
* I will observe the school rules of general good behaviour.
* I will be mindful that I am representing the school.

Appendix 2

**Personal Disruption Identification Form**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the incident in your own words: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What rule I know I broke:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why I did it. (Describe this in your own words)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_What I should do to prevent myself from doing it again.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_What I should do to apologise to other people.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher’s Comments

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Comments

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What follow up is needed

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed Pupil: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed Parent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 3

**Consequences of Repeated Misbehaviour**

1. Warning
2. Stand at designated spot: Mr. Kearney’s Door
3. No play next break/temporary separation from peers
4. Send note home
5. Sent to principal
6. Meeting with parents
7. Referral to Board of Management which may lead to suspension

Appendix 4

**GALBALLY NATIONAL SCHOOL**

**HOLIDAY NOTIFICATION LETTER.**
Child’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Teacher’s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class level (circle):  JI       SI      Rang 1          Rang 2

Parents have a legal duty to ensure that their child who is attending a recognised school is at school on every day that the school is open, unless there is a genuine reason for him or her not to attend (Education (Welfare) Act, 2000, S. 17).

Only absences relating to activities organised by the school or in which the school is involved can be authorised by the principal (Education (Welfare) Act, 2000, Section 21 (9)).

Therefore, the school cannot give “permission” for holiday absences during term time.

We, the parents of the above named child are taking our child out of school for holidays from (date) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ until (date) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

We fully understand that this is contrary to our legal obligation under the Education Welfare Act, 2000.